

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	Capri Elementary School		
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## 2017-20 Plan Summary

### THE STORY

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

With the Santa Cruz Mountains as our backdrop, Capri Elementary School is home to approximately 700 preschool to fifth grade students and their families in the Campbell School District. The Capri Learning Community is committed to both the academic and behavioral growth of all our members. We celebrate the rich diversity of our community. We have a proud history of providing students with a quality education. Our skilled teachers and staff hold high expectations for students and work closely with our caring community to prepare students for the rigors of college and career in the 21st century. We believe it is our responsibility to acknowledge that all students are unique and capable of innovative problem-solving and critical thinking skills so they can be confident, successful, and independent learners in the 21st century. Our student population is made up of many ethnicities representing over 20 languages spoken. Our population consists of 36% Hispanic Latino, 30% White, 12% Asian, 6% of African American and 16% of other ethnicities. Our student population consists of 27% English Language learners and 37% of the students are classified as low income and receive free or reduced lunch.

### LCAP HIGHLIGHTS

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

Through analysis of our state and local data along with input from staff, students, and stakeholders, we established our goals that will drive our work for the next three years.

Goal 1: All students will receive high quality instruction in Common Core and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century Classrooms. The actions/services aligned to this goal fall into four areas: Curriculum Adoption, Staffing, Classroom Technology Integration and Professional Development.

Goal 2: Ensure all students will learn at high levels and close the achievement gap. The actions and services aligned to this goal are on-going data analysis, Professional Learning Communities, staffing, professional development and interventions.

Goal 3: Student will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms. The actions and services aligned to this goal are student engagement activities, behavior support programs, outreach services and staffing.

Goal 4: Parent will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

The actions and services aligned to this goal include parent education, communication and community events.

Key Local Control and Accountability Plan (LCAP) Actions are: reduced class size, Equity Coaches, Reading Intervention Teachers, counseling support, implementation of Professional Learning Communities, and technology integration.

## 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.

The Dashboard indicator for Capri Elementary was "Green" for "all students" based on the 2016 California Assessment of Student Performance and Progress (CAASPP) Mathematics and English Language Arts results. In English Language Arts, 57% of students scored Standard Exceeded or Met. Students meeting or exceeding standards in 3rd, 4th, and 5th grade grew 1% in English Language Arts from 2014-15 to 2015-16. In math, 64% of students scored Standard Exceeded or Met. Students meeting or exceeding standards in 3rd, 4th, and 5th grade grew 4% in math from 2014-15 to 2015-16. Our English Learners scored in the "green" category for Mathematics with an increase of 5 points. To build upon these successes, teachers continue to collaboratively evaluate iReady data and other measures. The Reading Intervention teacher will continue to use the targeted data to evaluate the progress of the students that she works with. Teachers aligned Essential Standards vertically across the grade levels to drive collaboration on ELA instruction and will complete the same work for math. In addition, teachers will continue to use Thinking Maps to support learners, especially English Learners.

## GREATEST PROGRESS

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?

The Dashboard indicator for Capri Elementary was "orange" for "all students" based on the the Suspension rate with an increase of 0.3%. The rates for our English Learners, Asian, and Hispanic or Latino declined significantly and was "blue." The rates for students with disabilities and white students increased significantly and was "red." We are continuing to invest in our implementation of the district's Positive Support and Interventions Systems as well as added additional personnel such as a school counselor and a structured play program to decrease conflict on the playground. We are also coordinating resources such as behavior specialists to support our students with Individualized Educational Plans (IEP).

## GREATEST NEEDS

The Dashboard indicator for Capri Elementary was "orange" for English Learner Progress with a decline of 4.3%. We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students. (Reading Intervention teacher and Equity Coach) We also continue to invest in the professional development of teachers, which included identifying and teaching of the essential standards, Professional Learning communities, and Thinking Maps. Professional development for staff will also include mindfulness training, working students with trauma training, and release time for planning strategic lessons and interventions to increase classroom engagement for students in these subgroups.

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

## PERFORMANCE GAPS

English Learner, SED, and Hispanic/Latino were "yellow" on CAASPP English Language Arts compared to the "green" score for the “all student” performance as they maintained their scores at a low achievement level. SED and Hispanic/Latino were "yellow" on CAASPP Mathematics compared to the "green" score for the “all student” performance as they maintained their scores at a medium achievement level.

To address the gap, Capri's LCAP includes the following actions and services:

- Professional development to improve ELD, namely Thinking Maps across all content areas. See LCAP Goal 1
- Provide stipends for ELD Champions. See LCAP Goal 1
- Provide extended learning time for English Learners. See LCAP Goal 1
- Summer School program for English Learners and SED students. See LCAP Goal 1
- Instructional Aides to provide support during ELD instruction. See LCAP Goal 1
- Instructional Aides to support classroom teachers with small group instruction to help targeted students. See LCAP Goal 1
- Reading Intervention Teacher to help targeted students. See LCAP Goal 1
- School and District intervention services and support to help targeted students. See LCAP Goal 1

The suspension rates for students with disabilities and white students increased significantly and was "red" in comparison to the "orange" score for “all student” performance.

To address the gap the following actions and services are included:

- Positive Behavior Interventions and Supports will be implemented. See LCAP Goal 3
- Provide substitute coverage for SST days and intervention meetings. See LCAP Goal 2
- Provide substitute coverage for SST days and intervention meetings. See LCAP Goal 2

## 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.

To support our English Language learners, Foster Youth and low Socio-economic students we have specific actions and services that will address their socio-emotional and academic needs. Three significant actions to support our struggling learners are: 1. Provide extended learning time for English Learners. See LCAP Goal 1 . 2. Instructional Aides to provide support during ELD instruction. See LCAP Goal 1 . Instructional Aides to support classroom teachers with small group instruction to help targeted students. See LCAP Goal 1 3. Community Liaison support at all sites to increase parent engagement and communication. See LCAP Goal 4.

## 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

\$85,422,473

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

\$235,040.00

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.

Campbell Union School District is comprised of 12 PreK-8 schools, which includes 11 dependent Charters and one non-Charter school. Each of the 12 schools is a separate Local Educational Agency (LEA) and they develop their own local control accountability plan. The district does not break down the total expenditure of support services to each of the LEAs, such as the expenditure of Human Resources, Accounting, Superintendent/Assistant Superintendents, Special Education, etc. Those services come from the general fund but are not allocated in this plan. The funds allocated in this plan support the four educational goals that are shared by each of our 12 schools. Each LEA accounts for the site funding that is allocated to support the school goals.

\$68,047,268

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*100% of teachers will use Common Core ELA aligned materials.
- \*100% of grades 6-8 teachers will use Common Core aligned Math materials.
- \*100% of grades 6-8 teachers will use the NGSS standards when lesson planning and will update 50% of course units of study to align to NGSS.
- \*100% of teachers who teach English Language Arts will participate in professional development on the newly adopted curriculum.
- \*Positive Annual Williams settlement report.
- \*100% of new teachers will receive coaching from district TOSAs or BTSA providers.
- 100% of sites will develop Common Core aligned common formative assessments to be administered on a quarterly basis.
- \*The Technology Skills Scope and Sequence plan will be implemented at a 50% capacity district-wide.

#### ACTUAL

100 % of teachers used Common Core aligned materials in both English Language Arts and Math and participated in professional development to support. We finished the pilot process and moved forward with a curriculum adoption for English Language Arts for grades TK-5. The Math pilot process for elementary school will be complete by the end of the year. Teachers selected going with an integrated science approach. Moving to that approach meant that some units that were previously taught in one grade needed to be moved to another grade to align with the NGSS standards. We spent time identifying the model which allowed us less time to upgrade 50% of the units to NGSS. We will continue working on that and begin evaluating NGSS curriculum as it is released. All of our new teachers received support. This support came through a BTSA Mentor, a district TOSA or grade level team members. The challenge is to provide ample time for actual coaching cycles.

### 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**  
 District Curriculum Adoption  
 1.1 Pilot, adopt, and purchase a Common Core Aligned Curriculum for Math in grades TK-5.  
 1.2 Pilot NGSS aligned curriculum and purchase units for grades 6-8.

Site Actions/Services

1.3 Purchase books, supplies, resources aligned to CCSS to support student achievement.

1.4 Reconfigure current computer lab to expand to STEAM lab, including existing 3D printer, new supplies, materials and work stations aligned to CCSS.

**ACTUAL**  
 1.1 A math curriculum will be decided upon by June 1, 2017.

1.2 100% of teachers taught at least one full NGSS aligned unit. District teachers wrote units and provided access to all teachers through a shared resource drive. Purchasing new publisher created units has not occurred at this time as we are waiting until there is more to choose from and we want to allow additional time for our teachers to become very familiar with the new standards before we provide curriculum to them. It is important that they not rely solely on the curriculum before understanding the instructional shifts of the new standards.

1.3 Books, materials, and resources aligned to CCSS were purchased to support student achievement. For example, Thinking Maps resources were purchased for each teacher to support all learners, specifically targeting English Learners, in writing across content areas.

1.4 Resources and materials were purchased to support and complete the reconfiguration of the former computer lab into the current STEAM, including the 3D printer, easels, drying racks, tinkering station, and number of consumable materials.

Expenditures

**BUDGETED**  
 1.1 Cost of adopted materials 0001-0999: Unrestricted: Locally Defined Base \$54,291  
 1.2 Curriculum 0001-0999: Unrestricted: Locally Defined Base \$10,000  
 1.3 Purchase books, supplies, resources 4000-4999: Books And Supplies Concentration \$5,500  
 1.4 STEAM Lab 7000-7439: Other Outgo Base \$2,000

**ESTIMATED ACTUAL**  
 1.1 Cost of adopted materials 0001-0999: Unrestricted: Locally Defined Base \$54,291  
 1.2 Curriculum 0001-0999: Unrestricted: Locally Defined Base \$10,000  
 1.3 Purchase books, supplies, resources 4000-4999: Books And Supplies Concentration \$5,500  
 1.4 STEAM Lab 7000-7439: Other Outgo Base \$2,000

Action **2**

Actions/Services

**PLANNED**  
 District Staffing

**ACTUAL**

2.1 Hire 5 District teachers on Special Assignment (TOSA's) for English Language Arts, Math and STEAM Support

2.2. Hire Equity coaches at each school to support Common Core implementation through coaching, modeling and professional development.

2.3 Provide Stipends for Instructional leadership teams at each school site to support PLC work.

2.4 Provide Stipends for English Language Development (ELD) Champions

2.5 Provide Stipends for Technology Integration Coaches at each school site.

2.6 Hire and provide stipends for NGSS Teacher leaders district-wide.

Site Staffing:

2.7 Provide extended learning time for targeted instruction

2.8 Designated ELD instruction (certificated, hourly)

2.9 Librarian - Computer Lab Asst.

2.1: 5 TOSAs were hired and trained during the 2016-2017 school year.

2.2: An equity coach was hired at all sites.

2.3-2.6 : All schools sites developed strong instructional leadership teams (ILT)and stipends were provided for 39 (ILT) teachers, 8 NGSS teacher leaders, 8 ELD Champions and 22 Technology Integration Coaches.

2.7 We provided extended learning time for targeted instruction by both certificated and classified. We had teachers teaching struggling readers using the LLI model after school 3 days a week. In addition, we had a teacher providing additional math support after school 3 days a week. An after school support center was also ran by classified staff for English Learners.

2.8 Students classified as English Learners received an average of 30 minutes of designated ELD instruction by certificated staff, supported by classified staff.

2.9 We currently have a librarian and computer lab assistant to support our students' weekly class visits to the library as well as support our new STEAM lab and teachers' use of the lab.

**BUDGETED**

2.1 TOSA Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$41,000

2.2 Equity Coach Salary 1000-1999: Certificated Personnel Salaries Supplemental \$100,000

2.3 Stipends 0001-0999: Unrestricted: Locally Defined Base \$6,000

2.4 Stipends 0001-0999: Unrestricted: Locally Defined Concentration \$500

2.5 Stipends 0001-0999: Unrestricted: Locally Defined Base \$1000

2.6 NGSS Teacher leaders 0001-0999: Unrestricted: Locally Defined Base \$1,200

**ESTIMATED ACTUAL**

2.1 TOSA Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$41,000

2.2 Equity Coach Salary 1000-1999: Certificated Personnel Salaries Supplemental \$100,000

2.3 Stipends 0001-0999: Unrestricted: Locally Defined Base \$6,000

2.4 Stipends 0001-0999: Unrestricted: Locally Defined Concentration \$500

2.5 Stipends 0001-0999: Unrestricted: Locally Defined Base \$1000

2.6 NGSS Teacher leaders 0001-0999: Unrestricted: Locally Defined Base \$1,200

Expenditures

2.7 Extended Learning - certificated (HWC) 1000-1999: Certificated Personnel Salaries Concentration \$14,000  
 2.8 Designated ELD Instruction 1000-1999: Certificated Personnel Salaries Concentration \$4,000  
 2.9 Librarian 2000-2999: Classified Personnel Salaries Base \$15,000

2.7 Extended Learning - certificated (HWC) 1000-1999: Certificated Personnel Salaries Concentration \$14,000  
 2.8 Designated ELD Instruction 1000-1999: Certificated Personnel Salaries Concentration \$4,000  
 2.9 Librarian 2000-2999: Classified Personnel Salaries Base \$15,000

Action **3**

Actions/Services

**PLANNED**  
 District Classroom Technology Integration  
 3.1 Purchase mobile devices and peripheral equipment to ensure a 1:1 technology integration in grades 2-8  
 3.2 Allocate site resources budget for each school site for STEAM materials that can be used for Maker Spaces, STEAM kits, coding instruction, engineering materials, etc.  
  
 Site Services/Actions:  
 3.3 Renew software licensing to provide differentiated math and reading practice.

**ACTUAL**  
 3.1 We were able to maintain a 1:1 technology integration level for grades 2-8 as well as purchase shared carts that are accessible for grades TK-1.  
  
 3.2 Each site was allocated \$5000 to be spent on STEAM materials. 80% of our sites were able to use the funds to create a STEAM space or STEAM traveling supply cart. The instructional materials support integration of maker spaces where students can experience the Design Thinking process in action.  
  
 3.3 We continue to use programs such as ST Math, iReady, and Raz Kids to provide differentiated math and reading practice.

Expenditures

**BUDGETED**  
 3.1 Mobile Devices 0000: Unrestricted Base \$50,000  
 3.2 STEAM materials 0001-0999: Unrestricted: Locally Defined Base \$5,000  
  
 3.3 Licensing 5000-5999: Services And Other Operating Expenditures Concentration \$4,000

**ESTIMATED ACTUAL**  
 3.1 Mobile Devices 0000: Unrestricted Base \$50,000  
 3.2 STEAM materials 0001-0999: Unrestricted: Locally Defined Base \$5,000  
 3.3 Licensing 5000-5999: Services And Other Operating Expenditures Concentration \$4,000

Action **4**

Actions/Services

**PLANNED**  
 District Professional Development  
 4.1 Develop and deliver PD based on survey input in the form of Saturday sessions, Learning Circles, lunch and learns, coaching sessions and summer workshops.  
  
 Site Actions/Services:

**ACTUAL**  
 4.1 Professional Development was offered on 7 Saturdays this school year. We hosted 10 different learning circles on the topics of Assessment, Blended Learning in Math, How to Support English Language Learners with Reading, Newly Adopted Curriculum training and Technology Integration.  
  
 4.2: Teachers were provided release time and/or stipends to plan instruction, participate in Instructional Rounds,



4.2 Provide Release Time (substitute teachers) or stipends for teachers to plan instruction, participate in Instructional Rounds, PLC work.

4.3 Provide Professional Development for staff, based on perception survey, input from Leadership Team, staff, and multiple measures of student assessment data.

participate in PLC work, and participate in professional development on Thinking Maps to support English Learners and struggling learners.

4.3 Teachers participated in a number of professional developments based on input from school leadership team, perception survey, and student assessment data. The professional development included but was not limited to Thinking Maps, PLC, SeeSaw, technology integration, and differentiation.

Expenditures

**BUDGETED**

- 4.1 Professional Development 0001-0999: Unrestricted: Locally Defined Base \$20,000
- 4.2 Release Time (subs) or Stipends 7000-7439: Other Outgo Concentration \$16,000
- 4.3 Professional Development 5000-5999: Services And Other Operating Expenditures Concentration \$8,000

**ESTIMATED ACTUAL**

- 4.1 Professional Development 0001-0999: Unrestricted: Locally Defined Base \$20,000
- 4.2 Release Time (subs) or Stipends 7000-7439: Other Outgo Concentration \$16,000
- 4.3 Professional Development 5000-5999: Services And Other Operating Expenditures Concentration \$8,000

**ANALYSIS**

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

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

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

Actions and services for this goal were generally implemented as planned with a few exceptions primarily related to availability of time and resources when it came to NGSS and the Technology Scope and Sequence. With the large amount of new standards that are being implemented at the same time the capacity of our teachers to implement it effectively is unrealistic. We focused heavily on English Language Arts and Math first and moved through the piloting and adoption process. With regard to NGSS and Web Literacy we will be continuing our work and creating new goals for the 2017-18 LCAP. Another barrier for NGSS is that there are not yet readily available coherent materials that support a full year scope and sequence. Our teacher leaders will continue to evaluate what is out there and work with teachers to ensure there is a high level of understanding of the standards before we jump into any curriculum.

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

The goal of ensuring that all of our students receive a strong standards based curriculum is a good one. One thing we found is that we have a need to identify what high quality first instruction looks like and we need to have a common understanding of this. This goal led our leadership teams to work hard on identifying essential standards and creating a list of elements that define quality first instruction. Once this list is finalized all of our professional development will align to an area of high quality first instruction that is aligned to standards. We realized that we don't have an identified metric for analyzing where we are with implementation of the standards. As a result of this we will be determining a local measure that will be decided upon to give us feedback on where our teachers feel they are with regards to standards implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The bulk of funding for standards alignment was spent on purchasing adopted materials. We actually spent more than we allocated due to the high costs of instructional materials and the large quantities that had to be purchased. We spent less money on NGSS because as mentioned earlier we started with Math and ELA materials. We were able to use some of the NGSS funding to support the adoptions. We allocated a large amount of money over the last few years for staffing to support teachers by using Teachers on Special Assignment (TOSA). The use of TOSAs provided a lot of classroom teacher support and professional development to ensure that all teachers were feeling comfortable with the new standards. As we are in declining enrollment and state budgets are proposing swift cuts we will have to look at how to cut back on what we spend on TOSAs.

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

We will continue with the goal but we will better define what "high quality" instruction means. As a result we will develop a collaborative list of elements and we will align professional development to the particular element. As a metric we will track the number of PD sessions offered that are aligned to each element to ensure that we are offering support to teachers on how to strengthen core instruction. In addition we will consider additional services and actions that call out the specifics of NGSS and Technology integration since those are the parts of the goal that we didn't complete to satisfaction this year. Finally, we will develop a rubric to be used as a metric to determine where we are with regard to implementation of the standards.

# 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

Ensure that all children learn at high levels and close the achievement gap.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*Increase in the number of students hitting iReady growth targets between assessment windows 1 and 2
- \*Increase the amount of collaboration time dedicated to analyzing student data annually
- \*Increase in the number of students scoring in the "At or Above standard" area on the SBAC annually
- \*CUSD will show an increase in the number of students reaching English Language proficiency annually
- \*Increase in the amount of EL, ED, and Foster Youth students who move up a proficiency band in SBAC and or CELDT annually
- \*Students identified as needing extra support will receive documented intervention time
- \*Increase the number of students scoring at proficient or higher on the district writing assessment

#### ACTUAL

1. We purchased both iReady and Illuminate Ed. assessment and instruction program for all students.
2. Each instructional leadership team received three full days of training with a Solution Tree trainer. The trainer was very well received and we will be having him back for more work next year.
3. Each school site has a dedicated reading intervention teacher who served a minimum of 30 students annually. Protocols were developed to evaluate data and move students into and out of the program.
4. Instructional time was increased through the use of Saturday session for some struggling learners, after school programs, and additional intervention work done during the day through the use of Reading Intervention teachers or teams of teachers group students together to deliver additional targeted instruction at the level of the students.
5. District office SpEd TOSAs provided Special Education teachers with training on Universal Design for Learning training. This training is dedicated to instructional planning to meet the needs of all learners. We will expand this training to general education teachers next year. ELD Champions provided additional support for teachers in helping them better understand how to meet the needs of EL learners. More interventions are necessary next year and creating a stronger tier 2 system will be a goal.

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**  
 District Actions/Services  
 1. Purchase iReady and Illuminate Ed. assessment and instruction program for all students.  
 2. Contract with Solution Tree to implement year 2 PLC work for all site leadership teams.  
 3. Hire Reading Intervention teachers to assist struggling learners.  
 4. Increase the instructional time for struggling learners by offering additional after school, Saturday or summer sessions.  
 5. Provide school/district intervention services and support for Special needs and EL students.  
 Site Actions/Services  
 6. Hire Educational Associates to support classroom teachers with small group instruction to help targeted students meet Standards.  
 7. Schedule Kindergarten Round-Up, including parent orientation and appropriate assessments for incoming kindergarten students.  
 8. Purchase books, supplies, resources aligned to CCSS.

**ACTUAL**  
 1. We purchased both iReady and Illuminate Ed. assessment and instruction program for all students.  
 2. Each instructional leadership team received three full days of training with a Solution Tree trainer. The trainer was very well received and we will be having him back for more work next year.  
 3. Each school site has a dedicated reading intervention teacher who served a minimum of 30 students annually. Protocols were developed to evaluate data and move students into and out of the program.  
 4. Instructional time was increased through the use of Saturday session for some struggling learners, after school programs, and additional intervention work done during the day through the use of Reading Intervention teachers or teams of teachers group students together to deliver additional targeted instruction at the level of the students.  
 5. District office SpEd TOSAs provided Special Education teachers with training on Universal Design for Learning training. This training is dedicated to instructional planning to meet the needs of all learners. We will expand this training to general education teachers next year. ELD Champions provided additional support for teachers in helping them better understand how to meet the needs of EL learners. More interventions are necessary next year and creating a stronger tier 2 system will be a goal.

Expenditures

<p><b>BUDGETED</b></p> <ol style="list-style-type: none"> <li>1. Cost of iReady 0000: Unrestricted Base \$12,000</li> <li>2. Cost of Consultant fee 0000: Unrestricted Base \$3,500</li> <li>4. Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</li> <li>4. Intervention and Special Ed Support 0000: Unrestricted Supplemental \$40,541</li> <li>5. Additional Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$206,520</li> <li>6. Ed Associates 2000-2999: Classified Personnel Salaries Base \$55,000</li> <li>7. Kindergarten Round-Up 1000-1999: Certificated Personnel Salaries Base \$3,000</li> <li>8. CCSS materials 4000-4999: Books And Supplies Base \$6,932</li> </ol>

<p>6. Several Educational Associates supported student achievement by supporting small group instruction and targeted student support to help students increase learning and achievement, especially in the areas of ELD, ELA, and math.</p> <p>7. Kindergarten Round-Up was facilitated to support parents and students as they started kindergarten this year.</p> <p>8. Books, materials, and resources aligned to CCSS were purchased to support student achievement. For example, Thinking Maps resources were purchased for each teacher to support all learners, specifically targeting English Learners, in writing across content areas.</p>
<p><b>ESTIMATED ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. Cost of iReady 0000: Unrestricted Base \$12,000</li> <li>2. Cost of Consultant fee 0000: Unrestricted Base \$3,500</li> <li>4. Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</li> <li>4. Intervention and Special Ed Support 0000: Unrestricted Supplemental \$40,541</li> <li>5. Additional Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$206,520</li> <li>6. Ed Associates 2000-2999: Classified Personnel Salaries Base \$55,000</li> <li>7. Kindergarten Round-Up 1000-1999: Certificated Personnel Salaries Base \$3,000</li> <li>8. CCSS materials 4000-4999: Books And Supplies Base \$6,932</li> </ol>

**ANALYSIS**

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

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

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

The actions and services aligned to this goal were effective in providing a foundation for an intervention program to support our struggling learners. We have a strong funding commitment to hiring reading intervention teachers and Equity Coaches at each site. While this is still a goal of ours, it is also our desire to strengthen the tier 1 instruction going on in all classrooms. We want to ensure that the additional resources are available for our neediest students. We also want to ensure that our teachers have adequate skills to lesson plan and meet the needs of a variety of learners without expecting that all

intervention will happen by a supplemental teacher. Towards this effort we are spending a lot of time to come to define what elements of high quality instruction will be present in all classrooms in CUSD.

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

Data shows that our intervention teachers are seeing growth with our struggling readers and we are making gains in closing the achievement gap. We found that the Equity Coaches were working more with teacher practice and focusing more in instruction rather than learning. We will be re-designing the Coach role to focus more on student learning. While we know the role of a coach is effective with regard to making classroom teachers feel supported we weren't seeing the increase in student data that we wanted to see. This is the reason the role of the coach will be changed to one where they teacher on special assignment will ensure that all students needing intervention will receive differentiated instruction and additional support where data shows it is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not differential in this goal between what we said we were going to spend and what we actually did. Since the majority of this goal was spent on additional staffing we were able to fund all of the positions that we said we were going to.

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same for the 2017-2018 school year. We will take time at our District Leadership team meetings to evaluation the metrics we are using to evaluate the effectiveness of the goal. We feel the metrics can be better known to all and more clearly articulated with teachers.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Suspension/expulsion rates will drop by 10% each year, reduce chronic absenteeism by 10%, Middle school drop out rates will decrease by 1% each year, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data, Office discipline referrals

#### ACTUAL

Dashboard data for the district did not show that we met our goal of dropping suspension rates from 2015 to 2016 however we are on track to show a decrease for the 2017 school year. The Dashboard indicator for Capri Elementary was "orange" for "all students" based on the the Suspension rate with an increase of 0.3%. The rates for our English Learners, Asian, and Hispanic or Latino declined significantly and was "blue." The rates for students with disabilities and white students increased significantly and was "red." Expulsions increased by one overall in the district. In 2015 we had 2 and in 2016 there were three.

### 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**  
 District Services:  
 3.1 Guidance Counselors and School Psychologists will be hired to support student needs.

**ACTUAL**  
 District Services:  
 3.1 Guidance Counselors and School Psychologists were hired across the district.

3.2 School Services staff will be hired to support tiered behavior interventions, attendance, truancy and home/school support. (e-truancy, community liaisons and school service staff)

3.3 Site mental health interns and School Links Coordinator/s will provide social skills classes, EMQ/School Link Services will make home visits, offer parenting support on-site cognitive trauma and behavior support.

3.4 A district Equity Coordinator will be hired to ensure that English Learners, Foster Youth and Socio-economically students are offered additional services to support their emotional and academic development

Site Actions/Services

3.5 Provide resources and supplies for Project Cornerstone, including books, supplies, and incentives

3.6 Stipend for Project Cornerstone Advisors to promote student leadership and service learning

3.7 Renewal fee for SWIS

3.8 Provide substitute coverage for SST Days, Goal-setting, Intervention meetings, RTI

3.9 Provide recess activities and equipment based on PBIS model to promote a positive school climate

**BUDGETED**  
 3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$24,085

3.2 A Director of School Services and Community Liaisons were hired support tiered behavior interventions, attendance, truancy.

3.3 We hired a district School Links Service Coordinator, mental health interns and we worked with a variety of outside contractors to provide social skills classes, parenting classes, do home visits and provide on-site cognitive trauma and behavior support.

3.4 We hired a district Equity Coordinator who provided professional development on Culturally responsive teaching, equitable teaching practices and interventions.

3.5 Supplies and resources were provided to support the work facilitated by Project Cornerstone.

3.6 Stipends were provided for Project Cornerstone Advisor for their work with the Student Leadership and the activities they coordinated to promote service learning, leadership, and being "upstanders."

3.7 SWIS was renewed to continue to provide data and monitoring of behaviors.

3.8 Time was provide with the support of substitute coverage to hold meetings for RTI and intervention.

3.9 To promote a positive school climate based on the PBIS model, equipment was provided to support structured recess activities.

**ESTIMATED ACTUAL**  
 3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$24,085



3.2 School Service Staff 0000: Unrestricted Supplemental \$46,279	3.2 School Service Staff 0000: Unrestricted Supplemental \$46,279
3.3 Wellness Grant Support 0000: Unrestricted Grant Funded \$5,000	3.3 Wellness Grant Support 0000: Unrestricted Grant Funded \$5,000
3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries Concentration \$100,000	3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries Concentration \$100,000
3.5 Project Cornerstone books, supplies, incentives 4000-4999: Books And Supplies Base \$750	3.5 Project Cornerstone books, supplies, incentives 4000-4999: Books And Supplies Base \$750
3.6 Stipends for Project Cornerstone Advisors 1000-1999: Certificated Personnel Salaries Base \$1,500	3.6 Stipends for Project Cornerstone Advisors 1000-1999: Certificated Personnel Salaries Base \$1,500
3.7 Renewal fee for SWIS 5000-5999: Services And Other Operating Expenditures Base \$400	3.7 Renewal fee for SWIS 5000-5999: Services And Other Operating Expenditures Base \$400
3.8 Sub coverage for SST days, RTI 1000-1999: Certificated Personnel Salaries Concentration \$1,500	3.8 Sub coverage for SST days, RTI 1000-1999: Certificated Personnel Salaries Concentration \$1,500
3.9 Recess Activities 2000-2999: Classified Personnel Salaries Base \$2,500	3.9 Recess Activities 2000-2999: Classified Personnel Salaries Base \$2,500

**ANALYSIS**

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

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

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

The district-wide actions and services to support this goal were effective. We need a central staff to monitor student services as well as provide professional development. The Director of Student Services provided overall support for all schools. The services and actions at Capri were effective because of the school-wide level supports based on prevention. Having structured play during recess and the promotion of leadership by Project Cornerstone resulted in a decrease of behaviors resulting from conflict on the playground. Work is still need to support the behaviors of students with disabilities and to support that need, behavior specialists are working with staff to support students with disabilities. In addition,

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

The hiring of Recess 101 was extremely effective. The number of referral during recess went down because of the structured play. In addition, PBIS Teams (Tier I and II) and Project Cornerstone also helped build the culture of the school by being able to support struggling student behaviors on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The goal will remain the same district-wide however, we will be looking more closely at the metrics that are used to determine the goal's success. The district leadership team will be examining the metrics and communicating them with all stakeholders.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 4

Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \*Parent participation in parent/teacher conferences will increase each year.
- \*Parent engagement opportunities will expand annually and enrollment will be tracked to monitor engagement levels.
- \*The number of parents completing the perception survey annually will increase.
- \*The number of parents completing the BrightBytes technology survey will increase annually.
- \*The number of parents of unduplicated pupils will increase on district committee and in attendance at school/district-wide events.

#### ACTUAL

We continue to find ways to increase parent participation in parent/teacher conferences each year. This year having an extra hour each day during conference week did allow for more time to meet with parents. We added a number of parent education classes this year to promote parent engagement, especially for parents of unduplicated pupils. The perception survey is being reviewed by the district level to increase its effectiveness and increase the number of parents who complete the perception survey. The new position of Community Liaison has increased the number of parents of English Learners who participate in school events and activities.

### 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 District Actions/Services;	ACTUAL District Actions/Services;
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- 4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families and the LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages.
- 4.2 School Link Services Coordinator will connect parents to local agencies.
- 4.3 Community Liaisons will be hired to connect parents to school and district resources.
- 4.4 A Parent University will be established and will offer classes to parents on a regular basis.
- 4.5 A parent perception survey and BrightBytes technology survey will go out to all families
- 4.6 A district-wide parent GATE Committee will be formed to guide planning for services that best need the needs advanced learners.

Site Actions/Services

- 4.7 We will hire a Community Liaison to provide Spanish translation for our Hispanic-Latino families, as well as community outreach, resources and general support.
- 4.8 We will provide parent workshops/presentations in content areas, as well as health and technology.

BUDGETED

4.1 Translation services 0000: Unrestricted Supplemental \$20,000

- 4.1 Materials were sent home in Spanish and communication calls send from the district to parents were also sent in Spanish. The website had the functionality to translate into many languages.
- 4.2 The School Link Services Coordinator planned a wide variety of parent engagement opportunities and tracked parental enrollment and involvement. Both the number of opportunities and the attendance at events increased.
- 4.3 We hired 3 Community Liaisons throughout the district.
- 4.4 One district-wide Parent University took place on May 20th, 2017.
- 4.5 A parent perception survey will go out in May 2017.
- 4.6 A GATE committee was formed and it met four times throughout the course of the year.
- 4.7 A Community Liaison was hired to provide Spanish translation for our Hispanic-Latino families, as well as community outreach, resources and general support.
- 4.8 Our Community Liaison coordinated a number of workshops/presentations for parents in areas of technology, nutrition and health, fire and emergency safety, and ELA/Math content areas.

ESTIMATED ACTUAL

4.1 Translation services 0000: Unrestricted Supplemental \$20,000

4.2 School Link Services Coordinator 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000  
 4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000  
 4.4 Parent University 0000: Unrestricted Supplemental \$20,000  
 4.5 Parent perception survey 0000: Unrestricted Supplemental \$20,000  
 4.6 Gate Committee Budget 0001-0999: Unrestricted: Locally Defined Base \$5,000  
 4.7 Community Liaison/Translator 2000-2999: Classified Personnel Salaries Concentration \$4,000  
 4.8 Parent Workshops 1000-1999: Certificated Personnel Salaries Concentration \$2,752

4.2 School Link Services Coordinator 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000  
 4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000  
 4.4 Parent University 0000: Unrestricted Supplemental \$20,000  
 4.5 Parent perception survey 0000: Unrestricted Supplemental \$20,000  
 4.6 Gate Committee Budget 0001-0999: Unrestricted: Locally Defined Base \$5,000  
 4.7 Community Liaison/Translator 2000-2999: Classified Personnel Salaries Concentration \$4,000  
 4.8 Parent Workshops 1000-1999: Certificated Personnel Salaries Concentration \$2,752

**ANALYSIS**

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

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

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

Implementation of the services and actions for this goal was very effective. All staff members were hired and the services were provided on a continuous basis all throughout the year. The partnership and additional grant funding that we have in the area of wellness greatly benefits our families. We will continue with these support services and focus on creating a greater amount of parent engagement opportunities annually. The largest district parent engagement event we had this year was our STEAM showcase where we had over 600 parents and community members attend.

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

The actions and services support the articulated goal. Particularly successful is the Community Liaisons who regularly reach out to support families by offering Spanish language support and also just explaining the school system and how parents can take part in school events. Providing all written materials in Spanish is also very effective as that is our highest second language spoken.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district allocated funds for the parent university were not expended. We did not need \$20,000 for this event. The actual number was \$4,000. The GATE committee expended more than the \$5,000 allocated because we offered Saturday support classes that were offered by outside contractors. The actual amount spent on the classes was \$18,000.

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.

One change that we made was not directly to a goal but to a service. We changed the parent, student and staff perception survey. We changed the questions so that they now provide us more feedback on areas where we can make improvements. Stakeholders are also able to state areas where they have noticed improvements which is valuable to our LEAs so that we know that the current services and actions are working to support the overall goals. The feedback from our new surveys will help determine future goals in our LCAPs. We currently take the perception survey in May but will shift that next year to do at an earlier time. With it happening so late in May we don't get the results back in a timely manner to make appropriate goals for our LCAP.

# 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 5

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

### 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**

### ANALYSIS

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

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

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

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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.

[Empty response box]



# 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 6	
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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## ACTIONS / SERVICES

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

Action

2

Actions/Services	PLANNED	ACTUAL

## ANALYSIS

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

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

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

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

A large, empty rectangular box with a light purple background, intended for the user to 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.

A large, empty rectangular box with a light purple background, intended for the user to explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

A large, empty rectangular box with a light purple background, intended for the user to 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.

# 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 7

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

### 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

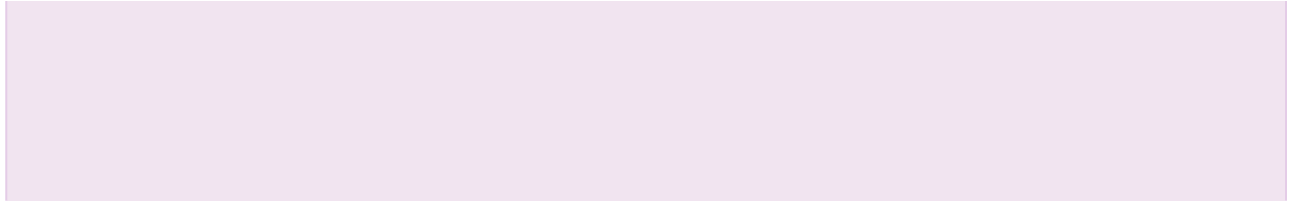
### ANALYSIS

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

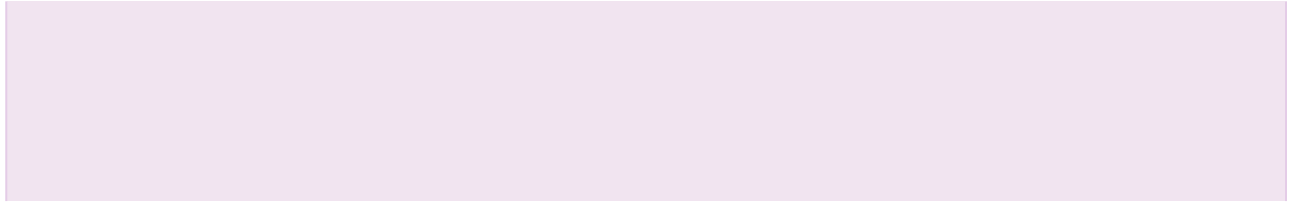
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

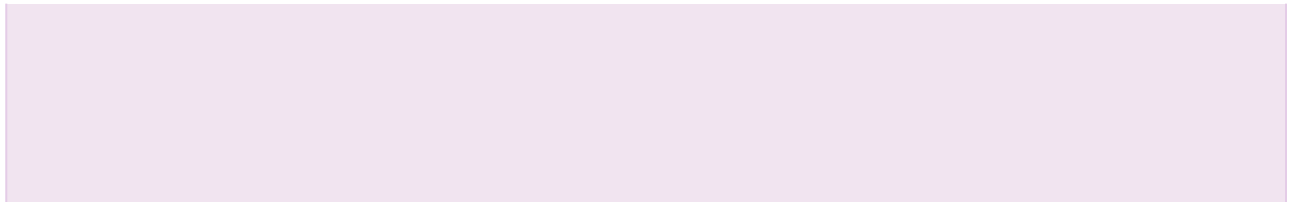
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



# 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.

<b>Goal</b> <b>8</b>	
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

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## ACTIONS / SERVICES

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

Action

**1**

## ANALYSIS

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

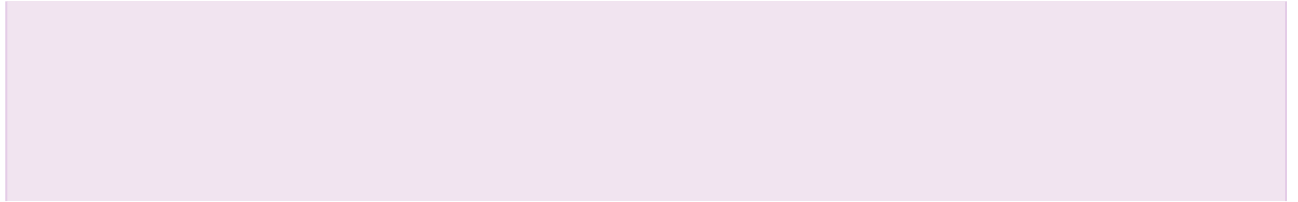
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

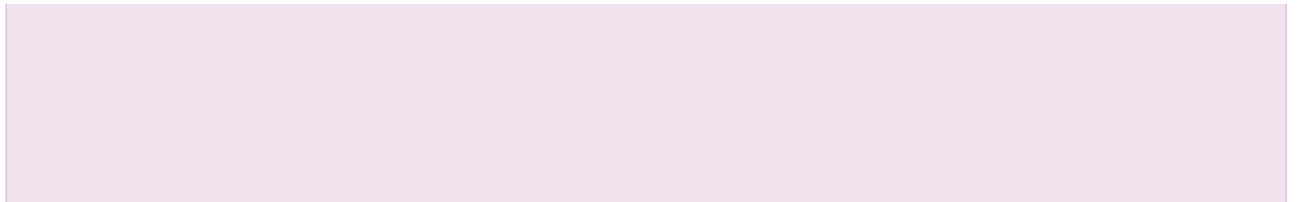
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



# 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 9

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

### 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

### ANALYSIS

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

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

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

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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.

[Empty response box]



# 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  
10**

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

## 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**

## ANALYSIS

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

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

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

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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.

[Empty response box]

# 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?

The Campbell Union School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such we hold a variety of meetings to get gather input and feedback.

**Community Engagement:** The district hosted two Strategic Planning full day sessions on September 20th and March 7th. Community LCAP meetings were held on January 18th and January 24th.

Staff, students, and parents at Capri were offered a variety of opportunities to give feedback on our 2016-17 school goals and to offer input for priorities and goals for the upcoming year. The community meetings included a presentation and gallery walk. Participants were presented with a review and discussion of the LCAP Goals and essential questions about how to improve our school's academic program and our school climate, as well as our facilities and programs. Charts were created to address these areas and to gather input that would reflect the current year's accomplishments and also reflect areas of improvement and refinement for the upcoming school year.

**Parent Meetings:** The PTA met once month. Those dates were September 14th, October 12th, November 9th, January 11th, February 8th, March 8th, April 19th and May 10th . Principal's Coffees were held throughout the year. Those dates were Aug 24th, November 4th and January 27th.

**English Learners Advisory Committee (ELAC):** The meetings were held on September 9th, October 21st, November 18th, December 9th, January 13th, March 10th, April 14th and May 12th.

**Parents and Students:** Capri hosted or participated in several parent engagement events. The Young Author's Faire event was on October 5th. The STEAM showcase was on March 29th and the District Writer's Faire was on May 24th . Cougar Assemblies on October 5th, November 30th, January 25th, March 22nd and May 24th.

**School Site Council:** SSC met throughout the year. Those dates were December 12th, January 30th, March 30th and May 11th.

**Certificated and Classified Staff:** The Instructional Leadership Team, consisting of teacher leaders, Equity Coaches and Site Administrators met on September 1st, October 20th, November 15th, February 7th and April 18th. The Site Leadership Team, consisting of teacher leaders, Equity Coaches and Site Administrators met on September 28th, November 9th, December 14th, January 18th, February 8th, April 12th and June 14th. Surveys were also given to staff to gather input and feedback.

An annual parent, student and staff perception survey took place in May 2016.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on the input from our stakeholder groups including ELAC, SSC, and PTA as well as student responses from perception survey data, there were several themes that were highlighted including counseling services for students, professional development to support use of the STEAM lab, additional services and interventions for struggling students,

opportunities for high performing students, and continued student leadership opportunities. The philosophy of educating the "whole child" was also a common thread as feedback included service learning experiences, programs to build empathy and citizenship, and enrichment opportunities for all students. The feedback gathered from these groups to continue actions from the 2016-2017 LCAP plan also brought about additions and changes to the 2017-2018 LCAP plan:

GOAL 1: Our Leadership Team, along with staff consensus has determined the school focus to be: Thinking Maps and Guided Reading. We will continue our staff development with Thinking Maps next year to provide teachers with effective research-based strategies to further support our English Language Learners as well as continue our staff development with Professional Learning Communities to support the achievement of all students, low and high performing students. Feedback also indicated that Ed Associates would like more training in instruction. Since teachers in K-2 indicated a strong correlation between ST Math and math achievement rates, and we will continue with its implementation.

GOAL 2: In addition to the extended learning time for English Learners 2 days a week, and the 5th grade after-school math class two days a week, parents had a huge interest in having the school provide a general homework center for all students, especially in the lower grades, and with a particular focus on math support. To provide resources to deepen and extend student learning, we created a multi-year plan to convert the existing computer lab into a STEAM lab. There was a huge interest in increasing students' experiences with music in the lower grades and art school-wide. We will continue to provide materials and professional development to support use of the STEAM lab.

GOAL 3: With regard to tiered support, parents, staff, and students identified the continued need for organized activities at recess and lunchtime and indicated to continue with the Recess 101 program. This area of feedback also included a desire for additional before and after school supervision. Additional funding was budgeted in Goal 2 for extended learning time.

GOAL 4: To continue to support parents and families, Capri will continue offer workshops in academic areas as well as technology, health, and safety. In addition to the use of REMIND, the electronic marquee, updated website, and electronic newsletters, we will recruit more parents and community members to join See Saw and Twitter to increase communication with all stakeholders.

# 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

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Strategic Plan Goals 1, 2, 5

Identified Need

**Need:**  
 Students need access to highly qualified teachers, high quality technology, materials, and facilities, and daily instruction in the Common Core standards and NGSS standards.

**Metrics:**  
 Williams validation, HR records, BTSA records, Rate of teacher mis-assignments, PD sign-in sheets, PLC Notes and formative assessments, curriculum pacing maps, lesson plans, report cards, and teacher and classroom observations, SARC, Bright Bytes technology survey data, Annual PD Staff survey, records of purchase for new curriculum and technology

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA SBAC Data	Current Dashboard Data: Green (Maintained, High)	High with a change indicator of "increased."	High with a change indicator of "increased."	Very High with a change indicator of "increased."
Math SBAC Data	Current Dashboard Data: Green (Increased, High)	High with a change indicator of "increased."	High with a change indicator of "increased."	Very High with a change indicator of "increased."
iReady ELA Data	Students On or Above Grade Level: 41%	Students On or Above Grade Level: 43%	Students On or Above Grade Level: 45%	Students On or Above Grade Level: 47%
iReady Math Data	Students On or Above Grade Level: 49%	Students On or Above Grade Level: 51%	Students On or Above Grade Level: 53%	Students On or Above Grade Level: 55%

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

- Hire Equity TOSA to support Common Core implementation through coaching, modeling and professional development.
- Purchase resources and materials to support the current STEAM lab.

**2018-19**

New  Modified  Unchanged

- Hire Equity TOSA to support Common Core implementation through coaching, modeling and professional development.
- Purchase resources and materials to support the current STEAM lab.

**2019-20**

New  Modified  Unchanged

- Hire Equity TOSA to support Common Core implementation through coaching, modeling and professional development.
- Purchase resources and materials to support the current STEAM lab.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$18,183	Amount	\$22,000	Amount	\$24,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA	Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA	Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2. STEAM Lab Materials	Budget Reference	4000-4999: Books And Supplies 2. STEAM Lab Materials	Budget Reference	4000-4999: Books And Supplies 2. STEAM Lab Materials

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: Capri  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

1. Provide teachers with release time and/or stipends to plan instruction, participate in Instructional Rounds,

**2018-19**

New  Modified  Unchanged

1. Provide teachers with release time and/or stipends to plan instruction, participate in Instructional Rounds,

**2019-20**

New  Modified  Unchanged

1. Provide teachers with release time and/or stipends to plan instruction, participate in Instructional Rounds,

participate in PLC work, and participate in professional development on Thinking Maps to support English Learners and struggling learners.

2. Provide teachers with a number of professional developments based on input from school leadership team, perception survey, and student assessment data.

participate in PLC work, and participate in professional development on Thinking Maps to support English Learners and struggling learners.

2. Provide teachers with a number of professional developments based on input from school leadership team, perception survey, and student assessment data.

participate in PLC work, and participate in professional development on Thinking Maps to support English Learners and struggling learners.

2. Provide teachers with a number of professional developments based on input from school leadership team, perception survey, and student assessment data.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. PLC Collaboration
Amount	\$8,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Professional Development
Budget Reference	

**2018-19**

Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. PLC Collaboration
Amount	\$8,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Professional Development
Budget Reference	

**2019-20**

Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. PLC Collaboration
Amount	\$8,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Professional Development
Budget Reference	

**Action 3**

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

OR

**ACTIONS/SERVICES**

**BUDGETED EXPENDITURES**

**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

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

## Goal 2

Ensure all students will learn at high levels and close the achievement gap.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need: Our SBAC data indicated that English Language Learners are performing below "All Students" in English Language Arts.

Metrics: iReady diagnostic exams, District Performance Tasks, SBAC results, CELDT results, Fountas and Pinnell Benchmark Assessment Results

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Progress on SBAC: ELA	English Language Learners are performing 2 levels below "All Students." Current dashboard score: Yellow (Maintained, Low).	Medium with a change indicator of "increased."	High with a change indicator of "increased."	High with a change indicator of "maintained."
EL Progress on SBAC: Math	English Language Learners are performing at the same level as "All Students." Current dashboard score: Green (Increased, High).	High with a change indicator of "increased."	High with a change indicator of "increased."	Very High with a change indicator of "increased."
EL Progress on iReady for ELA	The percentage of English Language Learners performing at "On Level" on iReady for ELA is less than their English Only peers.	Increase the percentage of ELL performing at "On Level" in grades 2nd - 5th by 5%.	Increase the percentage of ELL performing at "On Level" in grades 2nd - 5th by 5%.	Increase the percentage of ELL performing at "On Level" in grades 2nd - 5th by 5%.

Increase the percentage of students in the Exceeding category on SBAC in ELA.	27% of all students are performing at "Exceeded the Standard."	29% of all students performing at "Exceeded the Standard."	31% of all students performing at "Exceeded the Standard."	33% of all students performing at "Exceeded the Standard."
Increase the number of students in the Exceeding category on SBAC in Math.	33% of all students are performing at "Exceeded the Standard."	35% of all students performing at "Exceeded the Standard."	37% of all students performing at "Exceeded the Standard."	39% of all students performing at "Exceeded the Standard."

**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: Capri  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. Hire Educational Associates will support student achievement by supporting small group instruction and targeted student support to help students increase

**2018-19**

New  Modified  Unchanged

1. Hire Educational Associates will support student achievement by supporting small group instruction and targeted student support to help students increase

**2019-20**

New  Modified  Unchanged

1. Hire Educational Associates will support student achievement by supporting small group instruction and targeted student support to help students increase

learning and achievement, especially in the areas of ELA and math.

2. Fund Kindergarten Round-Up will facilitate to support parents and students as they started kindergarten this year.
3. Purchase Books, materials, and resources aligned to CCSS to support student achievement.
4. Hire A librarian and computer lab assistant will support our students' weekly class visits to the library as well as support our STEAM lab and teachers' use of the lab.
5. Books and supplies will be purchased to support the library.

learning and achievement, especially in the areas of ELA and math.

2. Fund Kindergarten Round-Up will facilitate to support parents and students as they started kindergarten this year.
3. Purchase Books, materials, and resources aligned to CCSS to support student achievement.
4. Hire A librarian and computer lab assistant will support our students' weekly class visits to the library as well as support our STEAM lab and teachers' use of the lab.
5. Books and supplies will be purchased to support the library.

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2. Fund Kindergarten Round-Up will facilitate to support parents and students as they started kindergarten this year.
3. Purchase Books, materials, and resources aligned to CCSS to support student achievement.
4. Hire A librarian and computer lab assistant will support our students' weekly class visits to the library as well as support our STEAM lab and teachers' use of the lab.
5. Books and supplies will be purchased to support the library.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$62,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1. Educational Associate
Amount	\$3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Kindergarten Round Up
Amount	\$7,000
Source	Base
Budget Reference	4000-4999: Books And Supplies 3. Student Books and reference materials
Amount	\$40,000
Budget Reference	2000-2999: Classified Personnel Salaries

**2018-19**

Amount	\$64,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1. Educational Associate
Amount	\$3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Kindergarten Round Up
Amount	\$7,000
Source	Base
Budget Reference	4000-4999: Books And Supplies 3. Student Books and reference materials
Amount	\$42,000
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary

**2019-20**

Amount	\$66,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1. Educational Associate
Amount	\$3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Kindergarten Round Up
Amount	\$7,000
Source	Base
Budget Reference	4000-4999: Books And Supplies 3. Student Books and reference materials
Amount	\$44,000
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary

	4. Librarian Salary				
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Budget Reference	4000-4999: Books And Supplies 5. Books and Library Supplies	Budget Reference	4000-4999: Books And Supplies 5. Books and Library Supplies	Budget Reference	4000-4999: Books And Supplies 5. Books and Library Supplies

**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: Capri  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1. We will provide extended learning time for targeted instruction by both certificated and classified. We have teachers teaching struggling readers using the LLI model after school 3 days a week. In addition, we will have a teacher provide additional math support after school 3 days a week. An after school support center will also be ran by classified staff for English Learners.

**2018-19**

New  Modified  Unchanged

1. We will provide extended learning time for targeted instruction by both certificated and classified. We have teachers teaching struggling readers using the LLI model after school 3 days a week. In addition, we will have a teacher provide additional math support after school 3 days a week. An after school support center will also be ran by classified staff for English Learners.

**2019-20**

New  Modified  Unchanged

1. We will provide extended learning time for targeted instruction by both certificated and classified. We have teachers teaching struggling readers using the LLI model after school 3 days a week. In addition, we will have a teacher provide additional math support after school 3 days a week. An after school support center will also be ran by classified staff for English Learners.

2. Students classified as English Learners will receive an average of 30 minutes of designated ELD instruction by certificated staff, supported by classified staff.

3. An Equity TOSA will support teachers and students with targeted instruction for English Learners.

4. Books, materials, and resources aligned to CCSS will be purchased to support EL learning and achievement as well as extended learning time.

2. Students classified as English Learners will receive an average of 30 minutes of designated ELD instruction by certificated staff, supported by classified staff.

3. An Equity TOSA will support teachers and students with targeted instruction for English Learners.

4. Books, materials, and resources aligned to CCSS will be purchased to support EL learning and achievement as well as extended learning time.

2. Students classified as English Learners will receive an average of 30 minutes of designated ELD instruction by certificated staff, supported by classified staff.

3. An Equity TOSA will support teachers and students with targeted instruction for English Learners.

4. Books, materials, and resources aligned to CCSS will be purchased to support EL learning and achievement as well as extended learning time.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$14,055
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Targeted Instruction by Teachers and Educational Associates
Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Designated ELD Instruction
Amount	\$26,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3. Equity TOSA
Amount	\$11,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 4. Books and Reference Materials

**2018-19**

Amount	\$16,055
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Targeted Instruction by Teachers and Educational Associates
Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Designated ELD Instruction
Amount	\$28,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3. Equity TOSA
Amount	\$11,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 4. Books and Reference Materials

**2019-20**

Amount	\$18,055
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Targeted Instruction by Teachers and Educational Associates
Amount	\$14,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Designated ELD Instruction
Amount	\$30,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3. Equity TOSA
Amount	\$11,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 4. Books and Reference Materials

Action **3**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Strategic Plan #1, 3, 4

Identified Need

**Need:**  
 Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys (Search survey-conditional as available), PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys indicate there is a need to provide a positive school climate. Students need access to in class, school-wide and additional wrap-around services that support their social and emotional needs in order to learn.

**Metrics:**  
 Suspension/expulsion results, Attendance rates, Middle School drop out rates, Project Cornerstone Surveys and Feedback forms, SET scores, Healthy Kids Survey, Law Enforcement Crime Data, SWIS data, Student Perception Survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Perception Survey	The District Leadership Team has rewritten the Student Perception Survey to better meet the LCAP goals; however, since May 2017 will be the first year students take it, we will not have baseline data until fall of 2017.			



Staff Perception Survey	The District Leadership Team has rewritten the Staff Perception Survey to better meet the LCAP goals; however, since May 2017 will be the first year students take it, we will not have baseline data until fall of 2017.			
Suspension/Expulsion Data	Currently, less than 8% of the school population has been suspended (in house or out of school).	Maintain that less than 8% of the school population will be suspended (in house or out of school).	Maintain that less than 8% of the school population will be suspended (in house or out of school).	Maintain that less than 8% of the school population will be suspended (in house or out of school).
SWIS Data	Currently, 92% of our students have received 0-1 Office Discipline Referrals.	Maintain 90% of our students will receive 0-1 Office Discipline Referrals.	Maintain 90% of our students will receive 0-1 Office Discipline Referrals.	Maintain 90% of our students will receive 0-1 Office Discipline Referrals.

**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

1. Supplies and resources were provided to support the work facilitated by Project Cornerstone.
2. Stipends were provided for Project Cornerstone Advisor for their work with the Student Leadership and the activities they coordinated to promote service learning, leadership, and being "upstanders."
3. SWIS was renewed to continue to provide data and monitoring of behaviors.
4. To promote a positive school climate based on the PBIS model, equipment was provided to support structured recess activities.

**2018-19**

New  Modified  Unchanged

1. Supplies and resources were provided to support the work facilitated by Project Cornerstone.
2. Stipends were provided for Project Cornerstone Advisor for their work with the Student Leadership and the activities they coordinated to promote service learning, leadership, and being "upstanders."
3. SWIS was renewed to continue to provide data and monitoring of behaviors.
4. To promote a positive school climate based on the PBIS model, equipment was provided to support structured recess activities.

**2019-20**

New  Modified  Unchanged

1. Supplies and resources were provided to support the work facilitated by Project Cornerstone.
2. Stipends were provided for Project Cornerstone Advisor for their work with the Student Leadership and the activities they coordinated to promote service learning, leadership, and being "upstanders."
3. SWIS was renewed to continue to provide data and monitoring of behaviors.
4. To promote a positive school climate based on the PBIS model, equipment was provided to support structured recess activities.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$5,150
Source	Base
Budget Reference	4000-4999: Books And Supplies 1. Supplies for Project Cornerstone
Amount	\$1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Stipends for Project Cornerstone
Amount	\$400
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. SWIS Contract Renewed
Amount	\$2,500

**2018-19**

Amount	\$5,150
Source	Base
Budget Reference	4000-4999: Books And Supplies 1. Supplies for Project Cornerstone
Amount	\$1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Stipends for Project Cornerstone
Amount	\$400
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. SWIS Contract Renewed
Amount	\$2,500

**2019-20**

Amount	\$5,150
Source	Base
Budget Reference	4000-4999: Books And Supplies 1. Supplies for Project Cornerstone
Amount	\$1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Stipends for Project Cornerstone
Amount	\$400
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. SWIS Contract Renewed
Amount	\$2,500

Source **Base**

Budget Reference 4000-4999: Books And Supplies  
4. Equipment for Structured Recess Activities

Source **Base**

Budget Reference 4000-4999: Books And Supplies  
4. Equipment for Structured Recess Activities

Source **Base**

Budget Reference 4000-4999: Books And Supplies  
4. Equipment for Structured Recess Activities

## 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

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

### BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

## Action 3

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

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

Location(s)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served     English Learners     Foster Youth     Low Income

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

Location(s)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

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. Provide collaboration time with the support of substitute coverage to hold meetings for RTI and intervention

**2018-19**

New  Modified  Unchanged

1. Provide collaboration Time with the support of substitute coverage to hold meetings for RTI and intervention

**2019-20**

New  Modified  Unchanged

1. Provide collaboration Time with the support of substitute coverage to hold meetings for RTI and intervention

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Release Time for RTI Meetings and Collaboration

**2018-19**

Amount	\$1,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Release Time for RTI Meetings and Collaboration

**2019-20**

Amount	\$1,500
Source	Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined 1. Release Time for RTI Meetings and Collaboration

Action **5**

**OR**

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

**ACTIONS/SERVICES**

**BUDGETED EXPENDITURES**

Action **6**

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

**OR**

[Students to be Served](#)



English Learners



Foster Youth



Low Income

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need: We continue to find ways to increase parent participation and parent engagement.

Metrics:  
Attendance forms and rates, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Perception Survey	The District Leadership Team has rewritten the Parent Perception Survey to better meet the LCAP goals; however, since May 2017 will be the first year students take it, we will not have baseline data until fall of 2017.			
Attendance at school-sponsored events (Back to School Night, conferences, Showcase, parent workshops)	Currently, school-sponsored events average about 50-60% attendance.	Increase the average attendance at school-sponsored events by 5%.	Increase the average attendance at school-sponsored events by 5%.	Increase the average attendance at school-sponsored events by 5%.
Attendance at 504s, SSTs and IEPs.	Currently, an average of 80% of 504s, SSTs and IEPs are attended by parents.	Increase the average attendance at 504s, SSTs, and IEPs by 2%.	Increase the average attendance at 504s, SSTs, and IEPs by 3%.	Increase the average attendance at 504s, SSTs, and IEPs by 5%.

**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 checked="" 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:**

<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 type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Capri</u>	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1. Provide communication in parent's native language.
2. Purchase instructional materials for Parent Workshops and Presentations

**2018-19**

New  Modified  Unchanged

1. Provide communication in parent's native language.
2. Purchase instructional materials for Parent Workshops and Presentations

**2019-20**

New  Modified  Unchanged

1. Provide communication in parent's native language.
2. Purchase instructional materials for Parent Workshops and Presentations

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$500
Source	Supplemental

**2018-19**

Amount	\$500
Source	Supplemental

**2019-20**

Amount	\$500
Source	Supplemental



<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures 1. Parent Communication	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures 1. Parent Communication	<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures 1. Parent Communication
<b>Amount</b>	\$2,752	<b>Amount</b>	\$2,752	<b>Amount</b>	\$2,752
<b>Source</b>	Supplemental	<b>Source</b>	Supplemental	<b>Source</b>	Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies 2. Materials for Parent Workshops and Presentations	<b>Budget Reference</b>	4000-4999: Books And Supplies 2. Materials for Parent Workshops and Presentations	<b>Budget Reference</b>	4000-4999: Books And Supplies 2. Materials for Parent Workshops and Presentations

**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

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Action **3**

OR

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

# 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 5

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### PLANNED ACTIONS / SERVICES

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

# 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 6

State and/or Local Priorities Addressed by this goal:

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

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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### PLANNED ACTIONS / SERVICES

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

#### Action **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"/>	[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:**

<u>Students to be Served</u>	<input type="checkbox"/>	English Learners	<input type="checkbox"/>	Foster Youth	<input type="checkbox"/>	Low Income
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[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

|

|

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 7

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### PLANNED ACTIONS / SERVICES

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

# 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 8

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### PLANNED ACTIONS / SERVICES

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

# 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 9

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### PLANNED ACTIONS / SERVICES

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



# 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 10

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### PLANNED ACTIONS / SERVICES

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

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$455,077

Percentage to Increase or Improve Services: 9.87%

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](#)).

Based on staff/stakeholder input and district data identifying areas of need we are implementing 31 LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth. In the 2017-2018 school year, Campbell Union School District will spend its LCFF supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

- \*Funding 12 Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers
- \*Training in Universal Design for Learning for all Equity TOSAs to provide instructional strategies for how to meet the needs of struggling learners.
- \*Funding 12 Reading Intervention teachers to provide strategic reading support for struggling readers
- \*Hire a District English Language Development Teacher on Special Assignment to support effective ELD instruction
- \*Hire a District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the are of English Language Arts
- \*Hire an additional literacy teacher to teach a reading access and support class at CMS to support struggling learners
- \*Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.
- \*Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students
- \*Provide a four-week academic summer program for identified struggling learners
- \*Provide a Saturday tutorial program to support student achievement in math
- \*Hire bilingual educational associates to support english language learners (funds accounted for in individual school site plans, not specifically CMS plan)
- \*Provide additional funding to support unduplicated pupils access to programs like MESA, BAND and AVID
- \*Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

Research demonstrates that when parents are active partners with their children and the school then academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

- \*Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home
- \*Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- \*Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- \*Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

# 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](mailto:lcff@cde.ca.gov).

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**



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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,081,750.00	1,081,750.00	235,040.00	246,857.00	256,857.00	738,754.00
	0.00	0.00	41,500.00	43,500.00	45,500.00	130,500.00
Base	255,073.00	255,073.00	101,233.00	107,050.00	111,050.00	319,333.00
Concentration	183,252.00	183,252.00	0.00	0.00	0.00	0.00
District Funded Supplemental	41,000.00	41,000.00	0.00	0.00	0.00	0.00
Grant Funded	5,000.00	5,000.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	597,425.00	597,425.00	92,307.00	96,307.00	100,307.00	288,921.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,081,750.00	1,081,750.00	235,040.00	246,857.00	256,857.00	738,754.00
0000: District Funded	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	217,320.00	217,320.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	162,991.00	162,991.00	0.00	0.00	1,500.00	1,500.00
0001: Locally Funded	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	521,357.00	521,357.00	37,738.00	43,555.00	46,055.00	127,348.00
2000-2999: Classified Personnel Salaries	136,500.00	136,500.00	128,000.00	134,000.00	140,000.00	402,000.00
4000-4999: Books And Supplies	13,182.00	13,182.00	32,402.00	32,402.00	32,402.00	97,206.00
5000-5999: Services And Other Operating Expenditures	12,400.00	12,400.00	28,500.00	28,500.00	28,500.00	85,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	8,400.00	8,400.00	8,400.00	25,200.00
7000-7439: Other Outgo	18,000.00	18,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,081,750.00	1,081,750.00	235,040.00	246,857.00	256,857.00	738,754.00
0000: District Funded	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	65,500.00	65,500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Grant Funded	5,000.00	5,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	146,820.00	146,820.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	102,491.00	102,491.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	500.00	500.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	60,000.00	60,000.00	0.00	0.00	1,500.00	1,500.00
0001: Locally Funded	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	4,500.00	4,500.00	22,183.00	26,000.00	28,000.00	76,183.00
1000-1999: Certificated Personnel Salaries	Concentration	145,252.00	145,252.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	District Funded Supplemental	41,000.00	41,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	330,605.00	330,605.00	15,555.00	17,555.00	18,055.00	51,165.00
2000-2999: Classified Personnel Salaries		0.00	0.00	40,000.00	42,000.00	44,000.00	126,000.00
2000-2999: Classified Personnel Salaries	Base	72,500.00	72,500.00	62,000.00	64,000.00	66,000.00	192,000.00
2000-2999: Classified Personnel Salaries	Concentration	4,000.00	4,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Supplemental	60,000.00	60,000.00	26,000.00	28,000.00	30,000.00	84,000.00
4000-4999: Books And Supplies		0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
4000-4999: Books And Supplies	Base	7,682.00	7,682.00	16,650.00	16,650.00	16,650.00	49,950.00
4000-4999: Books And Supplies	Concentration	5,500.00	5,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	14,252.00	14,252.00	14,252.00	42,756.00
5000-5999: Services And Other Operating Expenditures	Base	400.00	400.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	12,000.00	12,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	28,500.00	28,500.00	28,500.00	85,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	400.00	400.00	400.00	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
7000-7439: Other Outgo	Base	2,000.00	2,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Concentration	16,000.00	16,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	0.00	0.00	0.00	0.00	0.00	0.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	42,183.00	46,000.00	48,000.00	136,183.00
<b>Goal 2</b>	179,055.00	187,055.00	195,055.00	561,165.00
<b>Goal 3</b>	10,550.00	10,550.00	10,550.00	31,650.00
<b>Goal 4</b>	3,252.00	3,252.00	3,252.00	9,756.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00

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