

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 Lynhaven Elementary School

Contact Name and Title Beatrice Rowan
Principal

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2017-20 Plan Summary

THE STORY

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

Lynhaven School, one of nine elementary schools in the Campbell Union School District, educates more than 550 students from grades Transitional Kindergarten through 5th. Our skilled teachers provide engaging instruction based on the California state standards. We partner with parents and the community to enrich the school experience, provide a caring, respectful school climate, and prepare students for the rigors of college and career in the 21st century.

Mission Statement:

Lynhaven, the home of the Lynx, is a caring community of students, families, and staff who share responsibility to ensure that all students achieve a solid academic foundation, communicate effectively, and apply critical thinking skills in order to make respectful choices in their academic and social life. Our student population is made up of many Ethnicities. Our population consists of 56% Hispanic Latino, 17.8% White, 9.8% Asian and 4.2% as African American. Our student population consists of 45.6% English Language learners and 56.5% of the students are classified as low income and receive free or reduced lunch.

Lynhaven Elementary is a school that serves 563 students in grades TK-5. There is currently one child who is under Foster Youth designation.

LCAP HIGHLIGHTS

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

Through analysis of our state and local data and with input from staff, students and stakeholders we identified our focus areas and goals that will be our focus 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 overall are: reduced class size, Equity Coaches, Reading Intervention Teachers, Counseling support, implementation of Professional Learning Communities, collaboration tie 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.

This year our overall results show that in ELA and Math we have maintained. Our subgroup data reflects similar results in that in ELA, our white students, Asian and Two or more races increased significantly. Our EL students and SED also maintained. Our Hispanic subgroup declined by 7.1 points. Our students with disabilities showed an increase of 14.8 points.

Our additional EL assessment data reflects our EL students increased 7.6 points while our Reclassified Only increased significantly 45.8 points.

With the adoption of our new ELA/ELD curriculum with it's added resources for both integrated and designated ELD support, our students will continue to show improved performance.

The adopted curriculum of Amplify/CKLA in our primary grades has also supported an increase of students reading at grade level.

The additional component on Listening and Learning in Amplify/CKLA, helps increase background knowledge and build comprehension. This further helps students access grade level content in the areas of Science, Social Studies, and Math.

Our suspension data reflects all students declined significantly. However our Asian subgroup increased 1.8%

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?

GREATEST NEEDS

The Dashboard indicator for the LEA Lynhaven, was “yellow” for “all students” based on the 2016 CAASPP Mathematics results.

53% of the students of the district scored standard met or standard exceeded in Mathematics. Scores for our unduplicated populations (EL and Low income) were two performance levels below the “All Student” group in this measure and scored in the “red” category. Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the Lynhaven and CUSD LCAP invest heavily in instructional coaching in content areas and continuing to invest in professional development for teachers regarding implementation of the district’s identified elements of high quality first instruction and teaching of the essential standards.

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students. (Reading Intervention teachers)

The Dashboard Indicator for suspensions was "orange" for Asian students, indicating a status of medium and a change indicator of increased 1.8%.

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

According to state indicators, overall performance for "all students" is yellow on CAASPP mathematics and English language Arts.

To address the gap, Lynhaven LCAP includes the following actions and services:

- * Per Stakeholder input, both parents and staff indicated that more homework support for parents was needed especially for the EL community.
- *continue to strengthen our PLC (Professional Learning Communities)
- *Using our Equity TOSA for targeted groups in both math and ELA intervention
- *Enrollment in our Summer School program with targeted instruction for ELD, Foster youth, and SED students

Suspension Rate data shows that our Asian subgroup increased 1.8%. To address the gap the following actions and services are included:

- * Positive Behavior Interventions and Supports will be implemented See LCAP Goal 3
- *Counselor will provide group and individual counseling to address anger management and problem solving skills. See LCAP Goal 3

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.

Based on stakeholder feedback we realize that we need additional services to support our struggling learners and their families.

To support our English Language learners, Foster Youth and low Socio-economic students we have three specific actions and services that will address their socio-emotional and academic needs. Three significant actions to support our struggling learners are:

1. Provide counseling services
2. Use Equity TOSA to target ELA intervention and enrichment in the Excel ELA block. This will support struggling learners while building the capacity of teachers to effectively differentiate and design lessons to meet the needs of all learners (See LCAP 2)
3. We will provide a .5 Community Liaison to help support parent engagement through our Los Dichos and ABC Reader programs.

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	\$230,041.00

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.
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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 and Math for grades 6-8. We also completed English Language Arts for grades TK-5. The Math pilot process for elementary school will be complete by the end of the year. All 6-8 grade teachers did use the NGSS standards when planning new lessons however additional time was needed for middle school teachers to discuss and decide upon the model we would use. 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.
 1.3 Supplemental Common Core Instructional Materials will be purchased to support the needs of English Language learners.
 Site Curriculum
 1.4 Purchase books and supplies to support English Language Learners
 1.5 Instructional materials to support struggling students

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 The district purchased licenses for software that supported English language learners. That software focused primarily on tools to supplement our math program. The software allowed students to repeat lessons with video tutorials.
 1.4 Books were purchased to support our Leveled Literacy Intervention (LLI) Program.

Expenditures

BUDGETED
 1.1 Cost of adopted materials 4000-4999: Books And Supplies Base \$51,333
 1.2 Curriculum 4000-4999: Books And Supplies District Funded Base \$10,000
 1.3 Materials 4000-4999: Books And Supplies Title I \$60,000
 1.4 Cost of Intervention Materials 4000-4999: Books And Supplies Base \$540
 1.5 Cost of additional materials 4000-4999: Books And Supplies Base \$9,219

ESTIMATED ACTUAL
 1.1 Cost of adopted materials 4000-4999: Books And Supplies Base \$51,333
 1.2 Curriculum 4000-4999: Books And Supplies District Funded Base \$10,000
 1.3 Materials 4000-4999: Books And Supplies Title I \$60,000
 1.4 Cost of Intervention Materials 4000-4999: Books And Supplies Base \$540
 1.5 Cost of additional materials 4000-4999: Books And Supplies Base \$9,219

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.

2.7 Instructional Services Staff will support schools with implementation of Common Core

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.

Expenditures

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 1000-1999: Certificated Personnel Salaries Base \$6,000

2.4 Stipends 1000-1999: Certificated Personnel Salaries Concentration \$500

2.5 Stipends 1000-1999: Certificated Personnel Salaries Base \$1,000

2.6 NGSS Teacher leaders 1000-1999: Certificated Personnel Salaries Base \$1,200

2.7 Instructional Services Staff 1000-1999: Certificated Personnel Salaries Title I \$29,000

2.7 Instructional Services Staff 2000-2999: Classified Personnel Salaries Title I \$24,200

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 1000-1999: Certificated Personnel Salaries Base \$6,000

2.4 Stipends 1000-1999: Certificated Personnel Salaries Concentration \$500

2.5 Stipends 1000-1999: Certificated Personnel Salaries Base \$1,000

2.6 NGSS Teacher leaders 1000-1999: Certificated Personnel Salaries Base \$1,200

2.7 Instructional Services Staff 1000-1999: Certificated Personnel Salaries Title I \$29,000

2.7 Instructional Services Staff 2000-2999: Classified Personnel Salaries Title I \$24,200

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.

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.

Expenditures

BUDGETED
 3.1 Mobile Devices 5900: Communications Base \$50,000
 3.2 STEAM materials 4000-4999: Books And Supplies Base \$5,000

ESTIMATED ACTUAL
 3.1 Mobile Devices 5900: Communications Base \$50,000
 3.2 STEAM materials 4000-4999: Books And Supplies Base \$5,000

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 PD

 4.2 Subs for Site releases

 4.3 Subs for Goal Setting Days

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 had 3-1/2 day site release days for planning with their grade level teams

 4.3 Teachers were able to meet with site admin on 1 of 3 goal setting days to establish their goals for the school year.

Expenditures

BUDGETED
 4.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000
 4.2 Subs for Site release 1000-1999: Certificated Personnel Salaries Base \$8,640
 4.3 Subs for Goal Setting 1000-1999: Certificated Personnel Salaries Base \$540

ESTIMATED ACTUAL
 4.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000
 4.2 Subs for Site release 1000-1999: Certificated Personnel Salaries Base \$8,640
 4.3 Subs for Goal Setting 1000-1999: Certificated Personnel Salaries Base \$540

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

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 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

We hit growth targets at all grade levels on iReady in Reading and Math. The target for the full year is 100%. By the second window we had a district growth average in math of 83% with 36% of students achieving the target. In reading the growth was a district average 101% with 38% of students hitting the target. The total percentage of students at grade level by window 2 was 20% for math and 38% for reading. Students are making growth between assessment windows. Students at Campbell Middle School made some of the largest growth gains in the district. For math CMS students showed an 88% growth rate and had 37% of students who met the growth target which is higher than the district average. In reading CMS students grew 109% with 40% of students hitting the target. This number is also higher than the district average.

District SBAC Data indicated that we met our target as well. In math we went from a 42% in 2015 to a 45% in 2016 of students who met grade level standards and in reading we went from 48% proficient in 2106 to 52% proficient in 2016.

The amount of collaboration time increased for teachers through the use of grade level planning days and increased time provided on early release days to analyze student data. All school sites provided grade level teams with at least one full day for collaboration. This is an increase from last year. We have a dedicated Reading Intervention teacher who saw up to 60 students annually.

The district changed its' annual assessment calendar with regard to writing which didn't allow us to track data in the same way as it was tracked the year previously. Teachers were given a choice about the time frame in which they wanted to test



each writing type (Narrative, Argumentation and Informational/Explanatory). Because the students completed assessments at different times in the year we don't have aligned data. We will be looking at another metric for measuring writing growth next year.

ACTIONS / SERVICES

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

Action

1

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.
 6. Supplemental Educational Services provided to support students in reading and math
 7. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.

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. Distirct 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

		<p>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.</p>
Expenditures	<p>BUDGETED</p> <p>1.1 Cost of iReady 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</p> <p>1.2 Cost of Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p> <p>1.3 Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$103,568</p> <p>1.4 Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</p> <p>1.5. Intervention and Special Ed Support 1000-1999: Certificated Personnel Salaries Supplemental \$55,532</p> <p>6. SES Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$72,000</p> <p>7. Summer School support 1000-1999: Certificated Personnel Salaries Title I \$140,000</p>	<p>ESTIMATED ACTUAL</p> <p>1.1 Cost of iReady 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</p> <p>1.2 Cost of Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p> <p>1.3 Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$103,568</p> <p>1.4 Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</p> <p>1.5. Intervention and Special Ed Support 1000-1999: Certificated Personnel Salaries Supplemental \$55,532</p> <p>6. SES Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$72,000</p> <p>7. Summer School support 1000-1999: Certificated Personnel Salaries Title I \$140,000</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>Site Actions/Services</p> <p>8. Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time.</p> <p>9. Hire Educational Associates to support differentiated instruction.</p>	<p>ACTUAL</p> <p>8. Teachers received 3 1/2 day planning days along with the monthly collaboration time set aside on our calendar.</p> <p>9. Teachers in grades 3-5 were given educational associates to support them during the dedicated ELA block.</p>
Expenditures	<p>BUDGETED</p> <p>8. Collaboration time 1000-1999: Certificated Personnel Salaries Base \$5,160.00</p> <p>9. Educational Associates 2000-2999: Classified Personnel Salaries Supplemental \$38,795</p>	<p>ESTIMATED ACTUAL</p> <p>8. Collaboration time 1000-1999: Certificated Personnel Salaries Base \$5,160.00</p> <p>9. Educational Associates 2000-2999: Classified Personnel Salaries Supplemental \$41,000</p>

ANALYSIS

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

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

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

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 LCFF 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

Ensure that all children 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, 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. Dashboard results for Lynhaven for 2016 showed a 1.8% increase in suspensions. 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.

 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)

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

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

Expenditures

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

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.

BUDGETED

3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$32,396

3.2 School Service Staff 1000-1999: Certificated Personnel Salaries Supplemental \$62,249

3.3 Wellness Grant Support 5000-5999: Services And Other Operating Expenditures Grant Funded \$5,000

3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries Concentration \$100,000

ESTIMATED ACTUAL

3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$32,396

3.2 School Service Staff 1000-1999: Certificated Personnel Salaries Supplemental \$62,249

3.3 Wellness Grant Support 5000-5999: Services And Other Operating Expenditures Grant Funded \$5,000

3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries Concentration \$100,000

Action

2

Actions/Services

PLANNED

Site Actions and Services

3.7 Hire a librarian to support students.

3.8 Assistant Principal will support students as needed and provide outreach to families working with community Liaisons. (multiple funding sources)

Tiered Systems of Support

3.9 Marathon Student Study Team (SST) days to analyze student behavior and academic concerns.

3.10 Using the SWIS program to monitor student behavior and make decisions around Tiered Systems of support

3.11 Playworks program teaches students how to play games appropriately and gives them more options at recess.

ACTUAL

3.7 A librarian was on site to support students 3 hours a day.

3.8 Lynhaven has a full-time Assistant Principal who works alongside our community liaisons and psychologist to further support student needs.

3.9 A team of the principal and Assistant Principal, school psychologist, and Intervention teacher met once a month with parents of students we had concerns with.

3.10 Our school counselor and Assistant Principal along with the Principal, and Equity Coach met once a month to analyze SWIS data at the Tier 2 and 3 meetings.

3.11 A PlayWorks coach spends one week a month, supporting students on the playground during recesses, but also provided class game time to individual classes.

Expenditures

<p>3.12 Students have lunch once a month with the principal for displaying positive behavior choices.</p>	<p>3.12 To support both academic and social-emotional growth, one child per classroom every month has pizza lunch with the Principal, writes about why there were chosen ,and gets a special pencil.</p>
<p>BUDGETED 3.7 Cost of librarian 2000-2999: Classified Personnel Salaries Base \$15,000 3.8 Cost of 85% of Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$67,589 3.9 Cost of subs for marathon days 1000-1999: Certificated Personnel Salaries Base \$1,080 3.10 Cost of SWIS program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$400 3.11 Cost of Playworks Program 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000 3.12 Cost of Principal's Table 4000-4999: Books And Supplies Supplemental \$400 3.8 Assistant Principal 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$67,411</p>	<p>ESTIMATED ACTUAL 3.7 Cost of librarian 2000-2999: Classified Personnel Salaries Base \$15,000 3.8 Cost of 85% of Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$67,589 3.9 Cost of subs for marathon days 1000-1999: Certificated Personnel Salaries Base \$1,080 3.10 Cost of SWIS program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$460 3.11 Cost of Playworks Program 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000 3.12 Cost of Principal's Table 4000-4999: Books And Supplies Supplemental \$480 3.8 Assistant Principal 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$67,411</p>

ANALYSIS

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

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

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

The district-wide actions and services to support this goal were effective. The Director of Student Services provided overall support for all schools. Our on site Counselor, School Psychologist and the Marriage and Family Therapy Intern (MFTI) all held student groups to support our students dealing with a variety of issues. The PlayWorks program was a once a month, week-long training for students on appropriate games and sportsmanship, also building good character traits.

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

Our Assistant Principal, our Marriage and Family Therapy Intern (MFTI) and our PlayWorks program helped support the culture of the school by being able to help struggling student behaviors on campus. Because of the support of these people and programs, there was a significant decline in all but one of our subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the SWIS program and Principal's tables lunches were the only areas where a difference occurred. There were minimally differences due to increases in cost for those programs.

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

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 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

Although our parent engagement events such as PTA meetings and parent/teacher conferences has maintained average attendance, we did not meet our goal of increasing parent engagement.

We have had 3 well attended Coffee With The Principal morning meetings and English Learner Advisory Committee (ELAC) as reflected in our sign-in sheets.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	District Actions/Services;	District Actions/Services;

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.

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. (Dates listed in Stakeholder Agreement Section)

Expenditures

BUDGETED

4.1 Translation services 2000-2999: Classified Personnel Salaries Supplemental \$20,000

4.2 School Link Services Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$60,000

4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000

4.4 Parent University 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.5 Parent perception survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.6 Gate Committee Budget 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

ESTIMATED ACTUAL

4.1 Translation services 2000-2999: Classified Personnel Salaries Supplemental \$20,000

4.2 School Link Services Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$60,000

4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000

4.4 Parent University 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.5 Parent perception survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.6 Gate Committee Budget 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

Action

2

Actions/Services

PLANNED

School Actions/Services

ACTUAL

<p>4.7 Community Liaison will provide outreach to families and support them with attendance needs and provide them with information about parenting classes as needed.</p> <p>4.8 The English Language Advisory Committee (ELAC) meets 4 times a year to discuss issues affecting our English Learners</p> <p>4.9 PlayWorks program implemented to support students social-emotional growth</p>	<p>4.7 Both of our Community liaison's worked with the Assistant Principal to provide outreach services to all of our families through home visits, parent conferences, and SST meetings.</p> <p>4.8 Our Community Liaisons had 4 meetings where academic data, behavior supports and parenting support was given.</p> <p>4.9 PlayWorks recess program was implemented to support character building and increase positive peer interactions</p>
<p>BUDGETED</p> <p>4.7 Cost of Community Liaison 2000-2999: Classified Personnel Salaries Title I \$26,200</p> <p>4.8 Cost of food and supplies for ELAC meetings 4000-4999: Books And Supplies Supplemental \$400</p> <p>4.9 PlayWorks program 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000</p>	<p>ESTIMATED ACTUAL</p> <p>4.7 Cost of Community Liaison 2000-2999: Classified Personnel Salaries Title I \$26,200</p> <p>4.8 Cost of food and supplies for ELAC meetings 4000-4999: Books And Supplies Supplemental \$400</p> <p>4.9 PlayWorks program 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000</p>

Expenditures

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

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 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.

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 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																

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

2

Actions/Services

PLANNED

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ACTUAL

I

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 7	
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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
8**

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

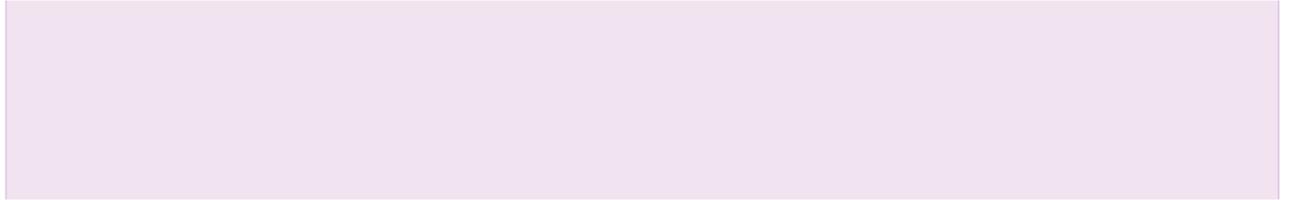
ANALYSIS

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.

Goal 9	
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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.

[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	
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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.



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?

Lynhaven Elementary 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.

The English Learners Advisory Committee (ELAC) met four times this year. The meetings were held on 11/13/16, 1/19/17, 3/16/17 and 5/11/17, with LCAP input discussed on 3/16/17.

School Site Council (SSC) meetings were held four times this year. The meetings were held on 12/5/16, 3/9/17, 5/11/17, 6/1/17. The Comprehensive School Safety Plan and LCAP/SPSA were discussed and approved on 5/11/17.

Parent Teacher Association (PTA) meetings were held five times this year. The meetings were held 9/22/16, 11/16/16, 1/19/17, 3/16/17, 5/18/17. PTA Social activities and community events were held throughout the year.

Parents and Students: Lynhaven hosted several school-wide parent engagement events. Back to School night was held on 9/7/16. Coffee with the Principal was held on 12/2/16, 1/13/17, 3/15/17. The Spring Science and Writing Faire will be held on 6/8/17.

Leadership Team: The leadership team, consisting of teacher leaders representing each grade level and the Principal, met on the following dates: 11/7/16, 1/12/17, 2/13/17, 3/13/17, 4/13/17, and 5/11/17.

Positive Behavior Intervention Team (PBIS): PBIS Tier I team consisted of teachers representing various grade levels and the Assistant Principal. This team met on the third Tuesday of each month.

PBIS Tier II Team: This team dealt with students that were referred through the use of SWIS data by their behavior or struggling academics from teachers. The team consisted of the School Counselor, School Psychologist, Equity Coach, Assistant Principal, and Principal and met every other Friday morning.

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

Parent Meetings: The Superintendent Parent Advisory Committee met once a month. Those dates were 9/21/16, 11/16/16, 2/8/17, 3/22/17, 5/17/17

District English Learners Advisory Committee (DELAC): The meetings were held on 10/4/16, 12/13/16, 2/14/17, 5/2/17

Parents and Students: The district hosted several district-wide parent engagement events. The Young Author's Faire event was on October 5, 2016. The STEAM showcase was on March 29, 2017 and the District Writer's Faire was on May 20-30.

Administrative Staff: The district leadership team, consisting of all site Administrators, Co-Administrators, Coordinators, Directors, Council Members and Communication Specialist meets monthly. Meetings were held once a month beginning on 8/29/2016.

Certificated and Classified Staff: The Campbell Common Core Leadership Team, consisting of teacher leaders, Equity Coaches and Site Administrators met on 10/11/16, 1/10/17 and 3/14/17.

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?

As a result of these meetings, the parents, teachers, students and staff agreed that they do feel connected to our school by the current forms of communication, but would like earlier and more frequent communication about school events. They would also like us to work on getting more community partnerships with our school and reaching out to parents who may work at the local businesses. Students would like to have more parent involvement with Career/Parent Presentations, Bring Your Parent to School Day, and Family Potlucks. Teachers and staff would like to have a Math/Science Night.

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC math data	Low with change status of "maintained"	Low with a change status of "increased"	Low with change status of "increased significantly"	Medium with a change status of "increased"
SBAC ELA DATA	Low with change status of "maintained"	Low with a change status of "increased"	Low with change status of "increased significantly"	Medium with a change status of "increased"
IREADY ELA	Currently 39% of students are meeting or exceeding the achievement standards.	44% of students will meet or exceed standards	47% of students will meet or exceed standards.	50% of students will meet or exceed standards
IREADY Math data	Currently 35% of students are meeting or exceeding the achievement standards.	38% of students will meet or exceed standards	41% of students will meet or exceed standards	45% of students will meet or exceed standards

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.
2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

2018-19

New Modified Unchanged

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.
2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

2019-20

New Modified Unchanged

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.
2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,288	Amount	\$31,000	Amount	\$32,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA.	Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA.	Budget Reference	1000-1999: Certificated Personnel Salaries 1 Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA.
Amount	\$68,283	Amount	\$69,000	Amount	\$70,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary	Budget Reference	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary	Budget Reference	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary

Action **2**

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

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

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

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

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

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

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

Current district data demonstrates a need to strengthen Common Core standards-based teaching and learning, particularly for our socio-economically disadvantaged, English Language learners and Special Education students.

SBAC results from 2014-15 indicated the following totals of students who met or exceeded ELA and Math Standards:
 ELA 36% Math 32%

SBAC results from 2015-16 indicated the following totals of students who met or exceeded ELA and Math Standards:
 ELA 48% Math 35%

IReady results from 2015-16 indicated the following totals of students who met or exceeded Reading and Math Standards:
 *SBAC performance indicates a need for specialized instruction towards attainment of standards for subgroup children, Students with Disabilities, Hispanic and African-American

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA data for ELs	Low with a change indicator of "maintained"	Low with change indicator of "increased significantly"	Medium with change indicator of "increased"	Medium with change indicator of "increased significantly"
SBAC math data for ELs	Low with a change indicator of "increased"	Low with change indicator of "increased significantly"	Medium with change indicator of "increased"	Medium with change indicator of "increased significantly"
CELDT data	(27% of students tested met CELDT criterion)	Move Students up one CELDT level		

SBAC low SES data ELA	Low with a change indicator of "maintained"	Low with change indicator of "increased significantly"	Medium with change indicator of "increased"	Medium with change indicator of "increased significantly"
Number of students who fall into EXCEEDS standards in ELA	ELA 17%	19%	21%	23%
Number of students who fall into EXCEEDS standards in Math	Math 12%	14%	16%	18%

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. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries

2018-19

New Modified Unchanged

1. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries

2019-20

New Modified Unchanged

1. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries

3. LLI intervention supplies
4. Librarian Salary .375

3. LLI intervention supplies
4. Librarian Salary .375

3. LLI intervention supplies
4. Librarian Salary .375

BUDGETED EXPENDITURES

2017-18

Amount	\$5,220
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days
Amount	\$22,500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2. Educational Associate Salaries
Amount	\$300
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 3. Books for LLI program
Amount	\$13,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary

2018-19

Amount	\$5,220
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days
Amount	\$22,500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2. Educational Associate Salaries
Amount	\$300
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 3. Books for LLI program
Amount	\$13,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary

2019-20

Amount	\$5,220
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days
Amount	\$22,500
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2. Educational Associate Salaries
Amount	\$300
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 3. Books for LLI program
Amount	\$13,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary

Action **2**

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

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

1. Educational Associates

BUDGETED EXPENDITURES

2017-18

Amount \$6,500

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined Multi-funded Educational Associate

2018-19

Amount \$6,500

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined Multi-funded Educational Associate

2019-20

Amount \$6,500

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined Multi-funded Educational Associate

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 from 13-14/14-15, attendance rates, SWIS data and student 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.

*get info from the needs assessment at beginning The Dashboard Indicator for suspensions was "orange" for Asian students, indicating a status of medium and a change indicator of increased 1.8%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SWIS Database system	Major referrals decreased by 22.5%	Decrease referrals by 25%	Decrease referrals by 30%	Decrease referrals by 35%
Part time School Counselor	Serve male students by providing social skills groups to three different grade levels	Serve both male and female students by providing social skills groups to four different grade levels	Serve both male and female students by providing social skills groups to all five different grade levels	Serve both male and female students by providing social skills groups to all different grade levels
Suspension Data	Medium with a change status of "declined significantly"	Medium with a change status of "declined significantly"	High with a change status of "declined"	High with a change status of "declined significantly"

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: Lynhaven Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. A portion of the Vice Principal Salary

2018-19

New Modified Unchanged

1. A portion of the Vice Principal Salary

2019-20

New Modified Unchanged

1. A portion of the Vice Principal Salary

BUDGETED EXPENDITURES

2017-18

Amount	\$12,050
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary

2018-19

Amount	\$12,050
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary

2019-20

Amount	\$12,050
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

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

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

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. A 50% portion of the Counselor Salary

2018-19

New Modified Unchanged

1. A 50% portion of the Counselor Salary

2019-20

New Modified Unchanged

1. A 50% portion of the Counselor Salary

BUDGETED EXPENDITURES

2017-18

Amount \$43,000
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries
 1. School Counselor

2018-19

Amount \$43,000
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries
 1. School Counselor

2019-20

Amount 43,000
 Source
 Budget Reference 1000-1999: Certificated Personnel Salaries
 1. School Counselor

Action **5**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. SWIS Data for School use

2018-19

New Modified Unchanged

1. SWIS Data for School use

2019-20

New Modified Unchanged

1. SWIS Data for School use

BUDGETED EXPENDITURES

2017-18

Amount \$500
 Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 1. Data tracking system

2018-19

Amount \$500
 Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 1. Data tracking system

2019-20

Amount \$500
 Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 1. Data tracking system

Action **6**

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

1. Community Liaison

1. Community Liaison

1. Community Liaison

BUDGETED EXPENDITURES

2017-18

Amount \$28,000

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined
Community liaison for outreach

2018-19

Amount \$28,000

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined
Community liaison for outreach

2019-20

Amount \$28,000

Source Title I

Budget Reference 0001-0999: Unrestricted: Locally Defined
Community liaison for outreach

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:
Students need to have their parents engaged in their learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Participation on ELAC)	(37 parents attended ELAC meetings this year.)	(Increase parent participation to 50 parents)	(Maintain parent participation to a minimum of 50 parents)	(Maintain parent participation to a minimum of 50 parents)
Student Showcases	(TK, K, 1, 2, 4, 5 all held Student Showcases during the school day for parents.)	(All grade levels will hold a Student Showcase of work during the school day.)	(All grade levels will hold a Student Showcase of work during the school day.)	(All grade levels will hold a Student Showcase of work during the school day.)
Science/Writing Faire	80% of the classrooms will submit and showcase writing or Science Project	90% of the classrooms will submit and showcase writing or Science Project	100% of the classrooms will submit and showcase writing or Science Project	100% of the classrooms will submit and showcase writing or Science Project
Parent/Teacher Conferences	50% of the parents attended Parent/teacher Conferences	75% of the parents attended Parent/teacher Conferences	80% of the parents attended Parent/teacher Conferences	90% of the parents attended Parent/teacher Conferences

District STEAM Event	12 classrooms participated and presented in the District STEAM Event	50% of the classrooms will present a project at the District STEAM Showcase.	75% of the classrooms will present a project at the District STEAM Showcase.	100% of the classrooms will present a project at the District STEAM Showcase.
STEAM Projects	75% of the students participated in creating a project in the STEAM Lab led by parent volunteers	80% of the students participated in creating a project in the STEAM Lab led by parent volunteers	90% of the students participated in creating a project in the STEAM Lab led by parent volunteers	100% of the students participated in creating a project in the STEAM Lab led by parent volunteers

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1. Partner with RAFT to support ongoing project based learning and STEAM projects for every classroom and every student.

1. Continue with RAFT Partnership to support ongoing project based learning and STEAM projects for every classroom and every student.

1. Continue with RAFT partnership to support ongoing project based learning and STEAM projects for every classroom and every student.

2. Principal's coffee
3. Science and Writing Fair

2. Principal's coffee
3. Science and Writing Fair

2. Principal's coffee
3. Science and Writing Fair

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
1. RAFT STEAM Projects

Amount \$400

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
2. Principal's coffee

2018-19

Amount \$0

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
1. RAFT STEAM Projects

Amount \$400

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
2. Principal's coffee

2019-20

Amount \$0

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
1. RAFT STEAM Projects

Amount \$400

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
2. Principal's coffee

Action 2

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

OR

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

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Action 3

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 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: \$749,130

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.

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	1,454,852.00	1,457,197.00	230,041.00	231,470.00	233,470.00	694,981.00
	0.00	0.00	0.00	0.00	43,000.00	43,000.00
Base	195,212.00	195,212.00	43,000.00	43,000.00	0.00	86,000.00
Concentration	123,500.00	123,500.00	0.00	0.00	0.00	0.00
District Funded Base	10,000.00	10,000.00	0.00	0.00	0.00	0.00
District Funded Supplemental	108,411.00	108,411.00	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	400.00	400.00	400.00	1,200.00
Supplemental	641,329.00	643,674.00	140,091.00	141,520.00	143,520.00	425,131.00
Title I	371,400.00	371,400.00	46,550.00	46,550.00	46,550.00	139,650.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,454,852.00	1,457,197.00	230,041.00	231,470.00	233,470.00	694,981.00
0000: District Funded	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	34,900.00	34,900.00	34,900.00	104,700.00
0001: Locally Funded	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	905,865.00	905,865.00	158,841.00	160,270.00	162,270.00	481,381.00
2000-2999: Classified Personnel Salaries	184,195.00	186,400.00	35,500.00	35,500.00	35,500.00	106,500.00
4000-4999: Books And Supplies	136,892.00	136,972.00	300.00	300.00	300.00	900.00
5000-5999: Services And Other Operating Expenditures	5,000.00	5,000.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	172,900.00	172,960.00	0.00	0.00	0.00	0.00
5900: Communications	50,000.00	50,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type 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	1,454,852.00	1,457,197.00	230,041.00	231,470.00	233,470.00	694,981.00
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: District Funded	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Grant Funded	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	400.00	400.00	400.00	1,200.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	0.00	34,500.00	34,500.00	34,500.00	103,500.00
0001: Locally Funded	Base	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		0.00	0.00	0.00	0.00	43,000.00	43,000.00
1000-1999: Certificated Personnel Salaries	Base	23,620.00	23,620.00	43,000.00	43,000.00	0.00	86,000.00
1000-1999: Certificated Personnel Salaries	Concentration	123,500.00	123,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	District Funded Supplemental	108,411.00	108,411.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	481,334.00	481,334.00	103,791.00	105,220.00	107,220.00	316,231.00
1000-1999: Certificated Personnel Salaries	Title I	169,000.00	169,000.00	12,050.00	12,050.00	12,050.00	36,150.00

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	Base	15,000.00	15,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	118,795.00	121,000.00	35,500.00	35,500.00	35,500.00	106,500.00
2000-2999: Classified Personnel Salaries	Title I	50,400.00	50,400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	66,092.00	66,092.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	District Funded Base	10,000.00	10,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	800.00	880.00	300.00	300.00	300.00	900.00
4000-4999: Books And Supplies	Title I	60,000.00	60,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Grant Funded	5,000.00	5,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	40,500.00	40,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	40,400.00	40,460.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	92,000.00	92,000.00	0.00	0.00	0.00	0.00
5900: Communications	Base	50,000.00	50,000.00	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				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	98,571.00	100,000.00	102,000.00	300,571.00
Goal 2	47,520.00	47,520.00	47,520.00	142,560.00
Goal 3	83,550.00	83,550.00	83,550.00	250,650.00
Goal 4	400.00	400.00	400.00	1,200.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

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