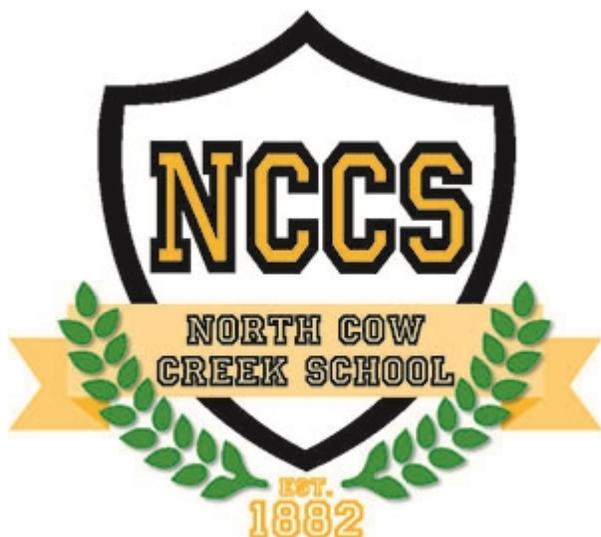


LCAP Year 2017–18 2018–19 2019–20

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	North Cow Creek Elementary School District		
Contact Name and Title	Kevin Kurtz Superintendent	Email and Phone	kkurtz@northcowcreek.org (530) 549-4488

2017-20 Plan Summary

THE STORY

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

North Cow Creek School (NCCS) is a small, rural school of approximately 262 students in grades K-8, which was first established in 1882. The campus includes a gymnasium, computer lab, full playground and athletic fields as well as classrooms. NCCS has a strong focus on academics, as demonstrated by its consistently high scores on the state's recent California Assessment of Student Performance and Progress (CAASPP) test. The school program is enhanced by sports and enrichment programs through regular field trips and an enrichment elective program at the 7th and 8th grade levels. Students receive formal technology education through multiple weekly visits to the computer lab. Technology resources are enhanced through a 100 MB fiber line, a tablet program for students in grades 5-7, and Chromebooks for 8th grade students. North Cow Creek School also offers a district-run after-school day-care program and a preschool program operated by the YMCA. North Cow Creek School is proud to have an extremely high level of parent involvement in its various programs. There are formal opportunities for all parents to volunteer in classrooms, attend Back-to-School Night and at Open House, as well as during parent-teacher conferences. Additionally, a variety of other volunteer opportunities for parental involvement exist including, participating in the school's Education Foundation, acting as classroom docents and chaperones for field trips. Parents are involved in shaping school policy through the annual LCAP advisory parent meetings, working collaboratively with the School Board, and by providing feedback on parent surveys. Approximately 60% of the students at North Cow Creek are attending on an inter-district. These students' parents have chosen North Cow Creek for a variety of reasons including: consistent high performance of students,

history of other family members attending the school, athletic program, and the self contained classes at grades 6 - 8. The actual attendance area the school serves is approximately 2 square miles of rural land. The majority of students coming from this area live on 2-5 acre parcels with their families within the middle class designation. The school has a unduplicated pupil percentage (UPP) of 28.7%.

The school faces many unique challenges including: helping students build positive peer relationships who have little contact outside of the school environment; providing an array of enrichment activities to middle school students within a self-contained classroom; providing intervention services to students performing below standard, providing opportunities for teacher to collaborative with other grade level peers as a result of one teacher per grade level; sustaining facilities and academic support materials with unpredictable finances as a result of the economies impact on inter-district requests by parents (when the economy is strong, parents are willing to transport their children to our rural school); limited staff resources for special education services due to a low identification of special education students; and no access to district-provided transportation services.

LCAP HIGHLIGHTS

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the ELA program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successful learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, School Site Council, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, school newsletter, classroom newsletters, school website, etc.

State Priority 4: Utilizing state assessment data, AIMSweb, and classroom-based assessment data to monitor student performance, develop intervention services for students, and informing instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate the Leader in Me program which helps students learn and use the 7 Habits of Highly Effective People in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I supports and Tier II supports within the Learning Center.

State Priority 8: Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting the new Science standards through effective integration of STEM activities at all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

English Language Arts continues to be an area where students are scoring well above. The school scored 26.6 points above level in and all subgroups (Socioeconomic, Students with Disabilities and White) made gains. Student engagement has increased through the use of the 7th/8th grade electives program and community service requirements. Students are demonstrating an understanding for the leadership themes being integrated within the overall school climate. The school continues to provide extra curricular experiences for students through the athletic program and field trips. Three STEM days were successfully implemented with all students involved in related activities. These are all areas that will continue to be a focus of LCAP goals. Suspension rates continue to be low and decreased from the previous year. To build upon this success, the school continues to review the needs of students, standards, and 21st century learning goals by all stakeholder groups: staff, students, parents, School Site Council, School Board, etc. Feedback from these groups is utilized to make decisions as to ways to enhance and modify current practices that will ensure students continue to reach academic, behavioral and 21st century goals.

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

There were no "Red" or "Orange" indicators.

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

Low socioeconomic is one level below the "all students" performance level in the area of math. During the upcoming year, the school will identify effective Tier II resources that can be utilized to address the learning needs of the students in these subgroups. Time will be allotted during one staff meeting each trimester to review classroom-based and AIMSWeb assessment data to determine student progress in meeting math standards.

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.

The school will continue to utilize the leadership theme to help students build better skills for working together and resolving conflicts they may have with others. A strong focus will also be placed on implementing the new ELA curriculum for K-5 and piloting/adopting a program for grades 6-8. Identifying resources and strategies to provide strong Tier I and Tier II intervention supports for low income students in the area of ELA and Math will also be a significant area of focus.

BUDGET SUMMARY

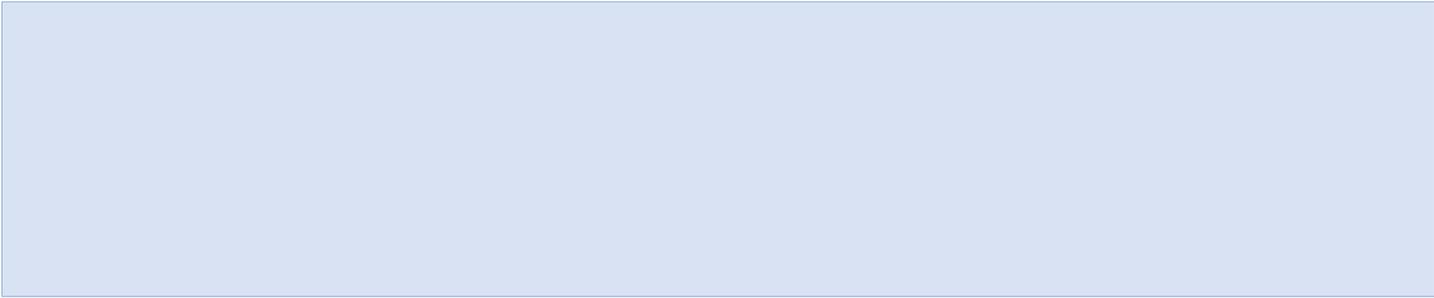
Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,611,884.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$266,776.00

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to the schools overall function:

1. Certificated staff salaries of regular and resource specialist teachers (\$826,552)
2. Administrative staff salaries (\$137,267)
3. Classified staff salaries such as custodians, secretaries and aides (\$287,358)
4. Benefit costs for salaries such as PERS, STRS, Medical, Dental & Vision Insurance (\$492,796)
5. Instructional and general supplies such as paper, pencils, toner, parts and other miscellaneous items (\$40,900)
6. Facility and energy efficiency projects (\$191,165)
7. Contracted services for speech, nursing, psych, and community day school (\$182,265)
8. Travel and conference, other services and communications, phone/internet services and utility costs (\$89,770)
9. Debt Service (\$82,584)
10. Fess and Licenses (\$21,070)
11. Insurance - liability and auto (\$19,500)



\$2,006,206

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 teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1A) 100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.
 1B) 100% of students will have sufficient access to standards-aligned instructional materials.
 1C) School facilities will be maintained in good repair.
 2A) 100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards.
 2B) 100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.
 7A) 100% of students will participate in a comprehensive physical fitness program.
 7B & 7C) Those unduplicated students and those with exceptional needs identified for Tier II intervention services will demonstrate 3% growth in their academic MA and ELA scores.

ACTUAL

1A) All but one teacher where fully credentialed.
 1B) 100 % of students had access to standards-aligned instruction materials.
 1C) School facilities were maintained in good repair with improvements made to the playground areas, addressing storage needs, and maintaining an effective cleaning and repair schedule.
 2A) 100% of students received instruction using adopted materials with AIMSweb used to monitor progress of students.
 2B) The school did not have any ELD students.
 7A) 100% of students participated in a PE program implemented by their classroom teacher. Progress was made in strengthening the PE program by adding/replacing equipment and reviewing the district-adopted SPARKS PE Program.
 7B & 7C) 88% of 3rd grade students met reading goals as measured by AIMS web. 96% of eighth grade students met math goals as measured by PSAT.

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
 Staff will pilot a standards-based ELA program. Supplemental novels and leveled reading materials will be purchased and utilized to provide differentiated instruction. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. (1A, 1B, 2A, 2B)

ACTUAL
 Staff piloted two ELA programs and selected the National Geographic Reach program for implementation during the 2017/2016 school year. Novels and leveled reading materials were purchased for 7th - 8th grade classrooms. Staff collaborated during their monthly collaboration days. County co-op funds were utilized to provide professional development support and release time for teachers in grades K-3 to build strategies for providing small group instruction within their classroom.

Expenditures

BUDGETED
 Leveled Reading Books for Grades K-3 4000-4999: Books And Supplies Supplemental \$6,000
 Supplemental Novels for Grades 4-8 4000-4999: Books And Supplies Base \$1000

ESTIMATED ACTUAL
 Leveled Reading Books for Grades K-3 4000-4999: Books And Supplies Supplemental \$782.77
 Supplemental Novels for Grades 4-8 4000-4999: Books And Supplies Base \$1,398.62

Action **2**

Actions/Services

PLANNED
 AIMsWeb will be utilized to assess students in the area of ELA and MA at the end of each trimester for all students and monthly for students performing at the Tier 2 level of the RtI model. (2A, 2B)

ACTUAL
 AIMsweb was purchased in the prior fiscal year and all students were tested each trimester. Monthly testing was completed for those students receiving Tier II services.

Expenditures

BUDGETED
 Annual License Fee Per ADA for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental \$850

ESTIMATED ACTUAL
 Annual License Fee for ADA for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental 0.00

Action **3**

Actions/Services

PLANNED
 Staff will select a data tracking system for monitoring the ongoing progress of students. (2A, 2B)

ACTUAL
 Aeries analytics was purchased and used for monitoring ongoing progress of students.

Expenditures

BUDGETED
 Aeries Analytics for Tracking Student Progress 5000-5999: Services And Other Operating Expenditures Supplemental \$770

ESTIMATED ACTUAL
 Aeries Analytics for Tracking Student Progress 5000-5999: Services And Other Operating Expenditures Supplemental 770.00

Action **4**

Actions/Services

PLANNED
 Goal Setting and Monitoring materials for student data notebooks and classroom data walls. (1A, 2A, 2B)

ACTUAL
 Monthly leadership assemblies focused on helping students learn the value of goal setting and students' sharing the

Expenditures		responsibility for achieving their goals. The fifth grade classroom piloting the implementation of data notebooks. Students in grades 2-8 participated in creating a site-wide Leadership Celebration Day with students performing, presenting speeches, and helping create leadership banners for the campus.
	BUDGETED Bulletin Board Materials and Goal Setting Track Copy Costs 4000-4999: Books And Supplies Base \$250	ESTIMATED ACTUAL Bulletin Board Materials and Goal Setting Track Copy Costs 4000-4999: Books And Supplies Base \$289.15

Action **5**

Expenditures	PLANNED Fund .4 FTE Intervention Teacher and Paraprofessionals for intervention/RTI Services to students. (1A, 2A, 1B, 2B)	ACTUAL A .4 FTE teacher and paraprofessionals were funded with students receiving Tier II intervention services within the learning center and direct support within the classroom.
	BUDGETED Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$26976 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$18351 Cert/Class Benefits 3000-3999: Employee Benefits Supplemental \$18985	ESTIMATED ACTUAL Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental \$27,402.24 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$17,842.02 Cert/Class Benefits 3000-3999: Employee Benefits Supplemental \$16,457.61

Action **6**

Expenditures	PLANNED Expand and provide replacement materials for SIPPS Intervention Program (1B, 2B)	ACTUAL Materials were purchased to replace damaged or missing SIPPS materials.
	BUDGETED SIPPS Materials 4000-4999: Books And Supplies Supplemental \$500	ESTIMATED ACTUAL SIPPS Materials 4000-4999: Books And Supplies Supplemental \$311.96

Action **7**

Expenditures	PLANNED Math Intervention Materials will be available to support students performing below expectations. (1B, 2B)	ACTUAL Minimal materials purchased as the School decided to focus on English Language Arts
	BUDGETED Math Intervention Curriculum 4000-4999: Books And Supplies Supplemental \$5000	ESTIMATED ACTUAL Math Intervention Materials 4000-4999: Books And Supplies Supplemental \$64.39

Action **8**

<p>Actions/Services</p>	<p>PLANNED Enhance and Expand the SPARKS PE Curriculum (7A)</p>	<p>ACTUAL Replacement equipment was purchased for SPARKS PE program</p>
<p>Expenditures</p>	<p>BUDGETED SPARKS PE Materials 4000-4999: Books And Supplies Base \$5,000</p>	<p>ESTIMATED ACTUAL SPARKS PE Materials 4000-4999: Books And Supplies Base \$831.98</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED ELA and MATH Intervention, Small Group Instruction, RTi PD (1B, 2B, 7A, 7B))</p>	<p>ACTUAL County co-op funds were utilized to provide professional development support and release time for teachers in grades K-3 to build strategies for providing small group instruction within their classroom. Selected staff received release time to observe peers in other schools. The first grade classroom received additional support by hiring an additional paraprofessional to provide direct support to students 2.5 hours/day four days a week.</p>
<p>Expenditures</p>	<p>BUDGETED Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Title II \$6164 Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Supplemental \$1836 Professional Development (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base \$2000</p>	<p>ESTIMATED ACTUAL Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Title II \$4,175.00 Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Supplemental \$0.00 Professional Development (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base \$0.00</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED ELA and MA Online Intervention Supports (1B, 2B, 7A, 7B)</p>	<p>ACTUAL The iStation online reading intervention program was piloted and implemented for students needing Tier II support in grades 1 - 3. Identified students received SIPPS support and targeted intervention services through the Learning Center.</p>
<p>Expenditures</p>	<p>BUDGETED License/Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$3344</p>	<p>ESTIMATED ACTUAL License/Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$2,360.00</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED ELA and MA student support materials for adopted curriculum (2A, 1B)</p>	<p>ACTUAL Workbooks and associated online support access was purchased for use by each classroom teacher and grade level student for the district adopted ELA and MA curriculums.</p>
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Expenditures	BUDGETED Textbook Supplemental Curriculum 4000-4999: Books And Supplies Lottery \$10000	ESTIMATED ACTUAL Textbook Supplemental Curriculum 4000-4999: Books And Supplies Lottery \$12,802.00
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Action **12**

Actions/Services	PLANNED The school facilities will be maintained promoting an environment that supports extra curricular activities and allows for a safe and orderly learning environment within each learning setting.(1C)	ACTUAL School facilities were maintained in good repair with improvements made to the playground areas, addressing storage needs, replacing the gym floor and roof, and maintaining an effective cleaning and repair schedule. Student ball walls were added increasing the level of student activity during recess and PE. A video surveillance system was added to monitor key areas of the campus.
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Expenditures	BUDGETED Routine and Preventive Facility Maintenance 4000-4999: Books And Supplies Base \$5000	ESTIMATED ACTUAL Routine and Preventive Facility Maintenance 4000-4999: Books And Supplies Base \$6,745.36
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Action **13**

Actions/Services	PLANNED All certificated staff will be hired with the appropriate credentials. (1A)	ACTUAL All staff, but one, were hired with the appropriate credentials. The one staff hired without had the appropriate authorizations as soon as the error was identified. The school ADA penalty is an estimated \$80,000. The school is submitting a waiver to address this penalty. Students in this teacher's classroom received quality instruction as evidenced by high scores on district and state assessments.
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Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs
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ANALYSIS

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

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

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

All teachers, staff, and parents did have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.

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

A review of AIMSweb, PSAT8, and CAASP testing results reflected students progressed in meeting curriculum standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was limited cost as staff piloted several different types of ELA based standards programs. A program was not decided on until late in the school year and the decision was made to purchase the supplemental materials in the next school year after board adoption. The school decided to focus on reading and writing interventions instead of Math.

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.

School focused on reading and writing interventions instead of Math and PE. Math and ELA will continue to be a focus for next year as identified in Goal 1 activities.

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 members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1A) 100% of teachers will report they have received appropriate professional development for developing their skills in providing effective instruction to students with standards-aligned materials.
 3A) 80% of parents will report that they received opportunities for input into school decisions.
 3B) 100% of parents of unduplicated pupils will receive information on how they can support their child in meeting academic goals.
 3C) 100% of parents of students with exceptional needs will receive information on how they can support their child in meeting academic goals.
 7A) 100% of students will participate in a course of study that addresses their academic and extra curricular interests.
 5A) The school average daily attendance will improve by .05% based on an increase in activities and curriculum supports that encourage higher student engagement and success.
 5B) The chronic absenteeism rate will decrease by 1 student based on an increase in activities and curriculum supports that encourage higher student engagement and success.
 5C) There will be a 0% dropout rate of middle school students based on an increase in activities and curriculum supports that encourage higher student engagement and success.
 6A) There will be a reduction in the student suspension rates by 1% based on an increase in activities and curriculum supports that encourage higher student engagement and success.

ACTUAL

1A) All teachers received professional development in ELA instruction during the districts three staff development days and monthly staff meetings.
 3A) 80% of parents responded on a survey that they feel the school considers them to be an important part of helping their child learn and grow.
 3B) Parents of students performing below grade level conferenced with the classroom teacher during the annual parent conference day.
 3C) As required, annual IEPs were held with parents of special education students with time discussion goals and ways to support the learning of students.
 7A) 100% of students participated in district adopted curriculum with opportunities for extra curricular activities. A specific program was implemented at the 7th and 8th grade levels for a weekly enrichment program with students able to choose from a set of activities.
 5A) The school's ADA for the 16/17 school year was 96.8%.
 5B) The school's chronic absenteeism rate for the 16/17 school year was 5.0% .
 5C) There were no drop outs of middle school students.
 6A) The school's suspension rate for the 16/17 school year was .012%.
 6B) There were no students expelled.
 6C) 73.3% of parents responded that the school is a positive environment for their child.
 88.7% responded that they feel their child is learning skills that will help them be successful and they are receiving the instruction needed to help them meet grade level standards. Students at 4th expressed that teachers are patient and helpful, the school can communicate better with everyone, the bathrooms can be improved, and there is a need for more sports areas. Students at 8th grade expressed that they enjoy the Friday electives, nccs provides encouragement for higher levels of learning, they enjoy the STEM projects, fieldtrips, school rallies, dances, and sports.

6B) There will be a 0% expulsion rate of students based on an increase in activities and curriculum supports that encourage higher student engagement and success.
 6C) 80% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.

They expressed the desire to see different rules on the playground for the different age groups, that the gym floor be repaired, bigger kitchen, lockers for more space, replacement of broken chairs in the classroom and more playground equipment. They also suggested not having as many assemblies and daily announcements and that the monthly leadership assemblies be more appropriate to their level.

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	<p>PLANNED Provide avenues for regular communication through the school webpage, online app, and phone communication (3A, 3B, 3C, 6C)</p>	<p>ACTUAL The school's webpage was maintained with regular information posted. The online app and phone communication system were consistently utilized. A monthly school newsletter was distributed as well as the Parent Connection newsletter. Monthly Education Foundation and School Board meetings were advertised with parent involvement encouraged.</p>
Expenditures	<p>BUDGETED SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base \$3275</p>	<p>ESTIMATED ACTUAL SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base \$1,919.00</p>
Action 2		
Actions/Services	<p>PLANNED Leadership PD for Staff (1A, 6C)</p>	<p>ACTUAL Leadership theme's were integrated into staff meetings with staff PD provided using Steven Covey's book: The Seventh Habit.</p>
Expenditures	<p>BUDGETED Leadership PD (Subs/XPay) 1000-1999: Certificated Personnel Salaries Base \$1500 Leadership PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base \$2400</p>	<p>ESTIMATED ACTUAL Leadership PD (Subs/XPay) 1000-1999: Certificated Personnel Salaries Base \$500.00 Leadership PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base \$46.00</p>
Action 3		

Actions/Services

PLANNED
 Extra Curricular Activity Period for Grades 7 & 8 supporting a Broad Course of student by insuring access to supplemental curriculum that integrates the core curriculum with visual/performing arts, STEAM activities, and Career Tech. (7A, 5C)

ACTUAL
 The extra curricular activity period was consistently implemented that included specific topics of interest to the middle school students (i.e. cooking, computer repair, drama, music, athletics, ,etc.). The school participated in three schoolwide STEM days with all students in grades K - 8 participating. STEM activities and career tech activities were integrated within the middle school elective program. Career themes were also integrated into the monthly leadership assemblies and students in grades 7 - 8 were required to complete community service projects.

Expenditures

BUDGETED
 Supplies & Materials 4000-4999: Books And Supplies Base \$2000

ESTIMATED ACTUAL
 Supplies & Materials 4000-4999: Books And Supplies Base \$2,272.89

Action **4**

Actions/Services

PLANNED
 Support a Broad Course of Study through Online Elective Classes for Grades 7 & 8 in the areas of Career Tech and high ed core curricular choices(5C, 7A)

ACTUAL
 The school was unable to find an online elective course program that met the needs of the school and students. These funds were utilized to purchase chromebooks for the 7th and 8th grade program as well as student access to the online Discovery Science program. This allowed students access to online materials and resources that helped make learning meaningful in the Science curriculum.

Expenditures

BUDGETED
 License & Fees 5000-5999: Services And Other Operating Expenditures Base \$12,000

ESTIMATED ACTUAL
 License & Fees 5000-5999: Services And Other Operating Expenditures Base \$1,674.00

Action **5**

Actions/Services

PLANNED
 STEM PD for Staff & Staff STEM Coaches (1A, 5A, 5B, 5C, 6A, 6B, 7A)

ACTUAL
 Two staff members received stipends and release time to participate in STEM coaching activities and professional development. Co-op fees were also utilized to provide a resource teacher from the county office of education to assist with the implementation of STEM activities and assist these two teachers as they worked with the entire staff to successfully implement three school - wide STEM days and integrating STEM activities within the 7th & 8th grade enrichment program.

Expenditures

BUDGETED
 Stipends for Staff 1000-1999: Certificated Personnel Salaries Base \$2500

ESTIMATED ACTUAL
 Stipends for Staff-The County paid for one stipend. 1000-1999: Certificated Personnel Salaries Base \$2,650.00

STEM Workshop PD (Subs/extra Pay) 1000-1999: Certificated Personnel Salaries Base \$2000
 STEM Workshop PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base \$2000

STEM Workshop PD (Subs/extra Pay) 1000-1999: Certificated Personnel Salaries Base \$1,800.00
 STEM Workshop PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base \$1,110.00

Action **6**

Actions/Services

PLANNED
 Provide access to a Broad Course of Study through STEM Activities & Materials for grades TK- 8 (1A, 5A, 5B, 5C, 6A, 6B, 7A)

ACTUAL
 Materials were purchased to support STEM activities, provide Lego Robotics materials to kindergarten and for the 7th/8th grade activity period. All students participated in a variety of off campus field trips to local areas of interest.

Expenditures

BUDGETED
 Robotics & Materials 4000-4999: Books And Supplies Base \$10,000

ESTIMATED ACTUAL
 Robotics & Materials 4000-4999: Books And Supplies Base \$132.13

Action **7**

Actions/Services

PLANNED
 Personnel to support technology infrastructure and staff/student use of tablets and tech resources (1A, 7A)

ACTUAL
 A full time technology support position was funded. This individual supported the teachers and students in their use of technology resources (tables, chrome books, Discovery Science, reading intervention software, etc.). Also provided support to the computer lab teacher, site administrative staff, e-rate services, and CALPADS submissions.

Expenditures

BUDGETED
 Tech Coordinator Salary 2000-2999: Classified Personnel Salaries Federal Funds \$22690
 Maintenance Contract Support 5000-5999: Services And Other Operating Expenditures Federal Funds \$2000

ESTIMATED ACTUAL
 Tech Coordinator Salary 2000-2999: Classified Personnel Salaries Lottery \$42,169.80
 Maintenance Contract Support 5000-5999: Services And Other Operating Expenditures Federal Funds \$0
 Tech Coordinator Benefits 3000-3999: Employee Benefits Lottery \$16,922.64

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.

All members of the school community (parents, staff, students) were given opportunities to actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

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

Based on parent/student surveys and staff input the school was effective in addressing this goal area as described in the activity section.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Rather than funding a middle school "elective program" the school purchased a class set of chromebooks for middle school. This allowed the students greater access to Science and Math related online resources. One staff attended a STEM workshop and the two teachers participating in the county STEM collaborative program provided professional development to the entire staff and helped in implementing the three school-wide STEM days. The budget for STEM supplies, robotics materials, and maintenance contract support was not fully spent as the school had enough resources available through other sources and through the STEM collaborative.

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.

Rather than providing an "elective program" for middle school, these funds will be utilized to provide greater access to online content through additional chromebooks as identified in Goal 2 actions. All data tracking was completed through the AIMSweb program and Aeries Analytics was not deemed to be as effective in monitoring student academic progress.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Students will demonstrate proficiency in meeting grade level standards through multiple measures including standards-based assessments, performance tasks, and meaningful activities that integrate real-life activities.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4A) 99% of students in grades 4-8 will participate in statewide assessments.
 8A) 100% of teachers will utilize formative and summative assessments, including REACH HIGHER Shasta assessments (as appropriate for grades K-3) to measure the progress of students towards meeting standards.
 North Cow Creek does not have any identified English Language Learners.

ACTUAL

4A) 100% of students in grades 4-8 participated in statewide assessments.
 8A) 100% of teachers utilized formative and summative assessments to measure and monitor the progress of students in meeting standards. these assessments were utilized to identify students for Tier II intervention services.
 North Cow Creek does not have any identified English Language Learners.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	AIMsWeb utilized to assess students progress towards meeting standards (8A)	AIMsweb was purchased in the prior fiscal year and all students were tested each trimester. Monthly testing was completed for those students receiving Tier II services
Expenditures	BUDGETED	ESTIMATED ACTUAL

Annual License per ADA 5000-5999: Services And Other Operating Expenditures Supplemental \$850

Annual License per ADA 5000-5999: Services And Other Operating Expenditures Supplemental \$0.00

Action **2**

Actions/Services

PLANNED
Data Tracking to identify and track students in programs and progressing towards standards through Aeries Analytics (8A)

ACTUAL
Aeries analytics was purchased and used for monitoring ongoing progress of students.

Expenditures

BUDGETED
Annual License 5000-5999: Services And Other Operating Expenditures Supplemental \$770

ESTIMATED ACTUAL
Annual License 5000-5999: Services And Other Operating Expenditures Supplemental \$770.00

Action **3**

Actions/Services

PLANNED
Goal Setting and Monitoring materials for student data notebooks and classroom data walls (8A)

ACTUAL
All students participated in monthly assemblies and classroom discussions on setting/achieving goals. The fifth grade classroom piloted data notebooks.

Expenditures

BUDGETED
Bulletin Board and Notebook Material 4000-4999: Books And Supplies Base \$250

ESTIMATED ACTUAL
Bulletin Board and Notebook Material 4000-4999: Books And Supplies Base \$11.50

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.

All students demonstrated growth in meeting grade level standards through multiple measures including standards-based assessments, performance tasks, and meaningful activities that integrate real-life activities.

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

The actions and services were effective for this goal as 96% of 3rd graders, that have been here since Kindergarten, are reading at grade-level.

94% of 8th Graders, that have been here since kindergarten, are at grade level in mathematics as measured by the PSAT.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were made.

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 actions associated with Goal 3 were moved to Goal 1 for the new LCAP plan as these actions directly supported the ELA and MA goals of Goal 1.

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?

Staff input was received during brainstorm sessions lead by administration and union leadership during three separate staff meetings held in early 2017. A parent survey was made available with input received by parents during the months of January, February, and March. A community/staff/Board workshop was held on February 7, 2017 and February 21, 2017 to review LCAP goals and develop areas of improvement and focus for the 17/18 school year. Public Hearing was conducted on June 20, 2017. Board Approval was received on June 22, 2017.

Students in fourth grade and eighth grade were asked to provide feedback to their teachers with the following questions:

- 1) What are we doing well as a school to help students feel positive about school and feel supported in learning academic goals?
- 2) What areas can we work on as a school to help students feel positive at school and supported in learning academic goals?
- 3) What things can we do to make our facility better?
- 4) What can we do better to help students learn and use the 7 Habits?

IMPACT ON LCAP AND ANNUAL UPDATE

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

A new ELA curriculum was selected based on the input of parents, community, staff, and the School Board for grades K-5. It was decided to include grade 6 in the adoption of an ELA program from grades 6-8 that will be piloted and adopted at the start of the 17/18 school year. Staff felt there needed to be a stronger focus on Tier II intervention for English Language Arts and math supports through the Learning Center, online supports, and small group instruction. Professional development will focus on implementing the new ELA curriculum with a focus on student writing and reading comprehension. Building and incorporating technology skills Parents expressed the desire to maintain smaller class sizes (the district will be adding an additional primary teacher to address the higher enrollment) and improve the quality of textbooks (supporting a new ELA curriculum). Focus on building social and behavioral skills will continue to address the desire to see students building better skills in working together and meeting academic standards.

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 teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- a. The district needs to ensure that teachers are utilizing curriculum and instruction consistent with CCSS.
- b. The district needs to ensure resources are in place to monitor the progress students are making towards meeting grade level standards, goals, and objectives.
- c. The district needs to ensure supports are in place to address the individual needs of student so as to target and address these needs in a systematic manner.
- d. The district needs to insure the physical fitness needs of students are being meet so as to help students live a healthy life style.
- e. Students will be reading at grade level by the end of their 3rd grade year who have attended NCC since kindergarten..
- f. Students will demonstrate grade level proficiency in the area of math by the end of their 8th grade year who have attended NCC for at least 3 years.
- g. Students will be proficient in their math facts by the end of 5th grade.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	Overall: 100% in good repair.	School maintained in good repair.	100% School maintained in good repair.	100% School maintained in good repair.
Priority 1: Local Indicator/ Instructional materials	100% of students will have sufficient access to standards-aligned instructional materials	100% of students will have sufficient access to standards-aligned instructional materials.	100% of students will have sufficient access to standards-aligned instructional materials.	100% of students will have sufficient access to standards-aligned instructional materials.
Priority 1: Local Indicator/ Teacher credential	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	At this time the school has 0 EL Students	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.
Priority 7: Local Metric/A broad course of study	100% of students receive a comprehensive physical fitness program (100 minutes every two weeks)	Maintain 100% of students will participate in a comprehensive physical fitness program.	100% of students will participate in a comprehensive physical fitness program.	100% of students will participate in a comprehensive physical fitness program.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	63% of students are at or above standard in mathematics as measured by Smarter Balanced Assessments.	66% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.	69% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.	73% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	61% of students are at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	64% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	67% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	70% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	84% of students are proficient in math in 8th grade as measured by Smarter Balanced Assessments.	87% of students, who have attended North Cow Creek for three years or more, will be proficient in math in 8th grade as measured by Smarter Balanced Assessments.	90% of students, who have attended North Cow Creek for three years or more, will be proficient in math in 8th grade as measured by Smarter Balanced Assessments.	Maintain 90% of students, who have attended North Cow Creek for three years or more, scoring proficient in 8th grade math as measured by Smarter Balanced Assessments.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	96% of third grade students are reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMsWeb.	Maintain 90% of third grade students reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMsWeb.	Maintain 90% of third grade students reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMsWeb.	Maintain 90% of third grade students reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMsWeb.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	75% of students in the 5th grade are proficient with their math facts.	78% of students in 5th grade will be proficient with their math facts.	81% of students in 5th grade will be proficient with their math facts.	84% of students in 5th grade will be proficient with their math facts.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff will implement a newly adopted ELA program and ELA intervention program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. Grades 6 - 8 and TK will pilot/adopt an ELA curriculum. Math workbooks will be purchased for students.

2018-19

New Modified Unchanged

Continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. ELA and math student workbooks will be purchased to support core curriculum.

2019-20

New Modified Unchanged

Continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. ELA and math student workbooks will be purchased to support core curriculum.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

2018-19

Amount \$12,000

2019-20

Amount \$12,000

Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Purchase of English Language Arts Program	Budget Reference	4000-4999: Books And Supplies Workbooks for Core Curriculum	Budget Reference	4000-4999: Books And Supplies Workbooks for Core Curriculum
Amount	\$33,500	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Purchase of English Language Arts Program	Budget Reference		Budget Reference	
Amount	\$11,500	Amount		Amount	
Source	Lottery	Source		Source	
Budget Reference	4000-4999: Books And Supplies Instructional Materials for Math, Writing, Science	Budget Reference		Budget Reference	
Amount	\$4,475	Amount	\$4,475	Amount	\$4,475
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Aide for ELA Intervention Support	Budget Reference	2000-2999: Classified Personnel Salaries Classified Aide for ELA Intervention Support	Budget Reference	2000-2999: Classified Personnel Salaries Classified Aide for ELA Intervention Support
Amount	\$2,556	Amount	\$2,556	Amount	\$2,556
Source	Title I	Source	Title I	Source	Title I
Budget Reference	3000-3999: Employee Benefits Classified Benefits	Budget Reference	3000-3999: Employee Benefits Classified Benefits	Budget Reference	3000-3999: Employee Benefits Classified Benefits
Amount	\$8,400	Amount	\$8,400	Amount	\$8,400
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Reading Coaches	Budget Reference	5000-5999: Services And Other Operating Expenditures Reading Coaches	Budget Reference	5000-5999: Services And Other Operating Expenditures Reading Coaches

Action **2**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide supports to monitor student progress towards standards through AIMSWeb.

2018-19

New Modified Unchanged

Provide supports to monitor student progress towards standards through AIMSWeb.

2019-20

New Modified Unchanged

Provide supports to monitor student progress towards standards through AIMSWeb.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,800
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Annual License Fee for Monitoring Students

2018-19

Amount	\$1,800
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Annual License Fee for Monitoring Students

2019-20

Amount	\$1,800
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Annual License Fee for Monitoring Students

Action 3

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

2018-19

New Modified Unchanged

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

2019-20

New Modified Unchanged

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

BUDGETED EXPENDITURES

2017-18

Amount	\$28,671
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated intervention teacher
Amount	\$15,638
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	\$29,388
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Intervention Teacher
Amount	\$16,029
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Paraprofessionals

2019-20

Amount	\$30,123
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Intervention Teacher
Amount	\$16,430
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Paraprofessionals

	Classified Paraprofessionals				
Amount	\$14,499	Amount	\$15,444	Amount	\$16,317
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated and Classified Benefits	Budget Reference	3000-3999: Employee Benefits Certificated and Classified Benefits	Budget Reference	3000-3999: Employee Benefits Certificated and Classified Benefits
Amount	\$5,735	Amount	\$6,000	Amount	\$6,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Online intervention programs for Reading and Writing	Budget Reference	3000-3999: Employee Benefits Online intervention programs for Reading and Writing	Budget Reference	5000-5999: Services And Other Operating Expenditures Online intervention programs for Reading and Writing

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.	Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.	Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.

BUDGETED EXPENDITURES

2017-18

Amount: \$2,000
 Source: Base
 Budget Reference: 4000-4999: Books And Supplies Support Materials for Physical Education

2018-19

Amount: \$2,000
 Source: Base
 Budget Reference: 4000-4999: Books And Supplies Support Materials for Physical Education

2019-20

Amount: \$2,000
 Source: Base
 Budget Reference: 4000-4999: Books And Supplies Support Materials for Physical Education

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

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

--

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

--

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

--

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,821
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees
Amount	\$1,755
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

2018-19

Amount	\$3,821
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees
Amount	\$2,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

2019-20

Amount	\$3,821
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees
Amount	\$3,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

Action **6**

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

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

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

2018-19

New
 Modified
 Unchanged

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

2019-20

New
 Modified
 Unchanged

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Maintenance Materials
Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility Repairs

2018-19

Amount	\$20,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Maintenance Materials
Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility Repairs

2019-20

Amount	\$20,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Maintenance Materials
Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility Repairs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- a. The district needs to ensure parents have the resources and information necessary to support the learning of their students.
- b. The district needs to ensure students have access to resources that help them develop 21st century learning skills; resources address the specific skills/talents of students, and opportunities for students to integrate learning in meaningful ways.
- c. The district needs to ensure staff receive targeted professional development in the core curricular areas, in addressing the social/emotional needs of students, and in helping students develop the skills they will need to be successful in high school, college, and beyond.
- d. The district needs to ensure staff, students, and parents are appropriately involved in all phases of developing a positive and effective learning environment.
- e. The district needs to ensure a safe and supportive school environment is in place that supports the social, emotional and academic growth of students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	89.5% of parents of pupils received information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.
Priority 7: Local Metric/A broad course of study	100% of students participated in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.

Priority 5: Local Metric/Student Engagement/School attendance rates	96.8% average daily attendance	Maintain 96.8% school average daily attendance	Maintain 96.8% school average daily attendance	Maintain 96.8% school average daily attendance
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5% Chronic absenteeism rate	Decrease chronic absenteeism to less than 5%	Maintain chronic absenteeism to less than 4%	Maintain chronic absenteeism to less than 4%
Priority 5: Local Metric/Middle school dropout rate	0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students
Priority 6: State Indicator/Student Suspension Indicator	1.5% Suspension rate	Maintain less than 2%	Maintain less than 2%	Maintain less than 2%
Priority 6: Local Metric/Expulsion rate	0% expulsion rate of students	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	84.4% of parents indicated a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports.

2018-19

New Modified Unchanged

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports.

2019-20

New Modified Unchanged

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,275
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)

2018-19

Amount	\$3,275
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)

2019-20

Amount	\$3,275
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)

Action 2

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

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

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

2018-19

New
 Modified
 Unchanged

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

2019-20

New
 Modified
 Unchanged

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

BUDGETED EXPENDITURES

2017-18

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Professional Development Resources & Supplies
Amount	\$1,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

2018-19

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Professional Development Resources & Supplies
Amount	\$1,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

2019-20

Amount	\$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Professional Development Resources and Supplies
Amount	\$1,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development

Action **3**

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

[Students to be Served](#)

All
 Students with Disabilities

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

2018-19

- New Modified Unchanged

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

2019-20

- New Modified Unchanged

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities
Amount	\$16,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Class chromebook set for 6th and 7th grades

2018-19

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities
Amount	\$16,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Class chromebook set for 4th and 5th grades.

2019-20

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities
Amount	\$8,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Roving chromebook set for grades K-3

Amount	\$1,700	Amount	\$1,700	Amount	\$1,700
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 7th-8th grade access to Discovery Science	Budget Reference	5000-5999: Services And Other Operating Expenditures 7th-8th grade access to Discovery Science	Budget Reference	5000-5999: Services And Other Operating Expenditures 7th-8th grade access to Discovery Science

Action **4**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these resources to help the students access the prescribed curriculum.

2018-19

New Modified Unchanged

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these resources to help the students access the prescribed curriculum.

2019-20

New Modified Unchanged

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these resources to help the students access the prescribed curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$6,500	Amount	\$7,000	Amount	\$7,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services	Budget Reference	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services	Budget Reference	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services
Amount	\$12,623	Amount	\$19,822	Amount	\$23,525
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator
Amount	\$5,720	Amount	\$8,927	Amount	\$12,927
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits
Amount	\$22,441	Amount	\$15,441	Amount	\$10,178
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator
Amount	\$10,167	Amount	\$6,167	Amount	\$6,167
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$86462

Percentage to Increase or Improve Services: 4.54%

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](#)).

NCCS, which is a single-school district, does not receive Concentration Grant funds. The Supplemental funds will be principally directed towards unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, math facts and math for a minimum of two times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. The primary assessment utilized is AIMSweb. Curriculum-based assessments are also utilized along with state assessment data. Additional services are provided through targeted intervention within the Learning Center by a .4FTE intervention teacher, access to the online iStation program for students in grades 1-3, and the SIPPS program. Reading Coaches will be working with grade level teachers as we strengthen small group Tier I interventions within the classroom provided by the classroom teacher and paraprofessional assistance. Providing direct intervention services by an intervention teacher insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources provided by the intervention teacher.

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	176,261.00	164,211.06	266,776.00	229,745.00	227,194.00	723,715.00
Base	51,175.00	21,380.63	106,975.00	76,975.00	71,975.00	255,925.00
Federal Funds	24,690.00	0.00	0.00	0.00	0.00	0.00
Lottery	10,000.00	71,894.44	54,108.00	33,608.00	28,345.00	116,061.00
Supplemental	84,232.00	66,760.99	86,441.00	99,910.00	107,622.00	293,973.00
Title I	0.00	0.00	15,431.00	15,431.00	15,431.00	46,293.00
Title II	6,164.00	4,175.00	3,821.00	3,821.00	3,821.00	11,463.00

* 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	176,261.00	164,211.06	266,776.00	229,745.00	227,194.00	723,715.00
1000-1999: Certificated Personnel Salaries	34,976.00	32,352.24	28,671.00	29,388.00	30,123.00	88,182.00
2000-2999: Classified Personnel Salaries	41,041.00	60,011.82	55,177.00	55,767.00	54,608.00	165,552.00
3000-3999: Employee Benefits	18,985.00	33,380.25	32,942.00	39,094.00	37,967.00	110,003.00
4000-4999: Books And Supplies	45,000.00	25,642.75	95,500.00	55,500.00	47,500.00	198,500.00
5000-5999: Services And Other Operating Expenditures	36,259.00	12,824.00	54,486.00	49,996.00	56,996.00	161,478.00

* 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	176,261.00	164,211.06	266,776.00	229,745.00	227,194.00	723,715.00
1000-1999: Certificated Personnel Salaries	Base	8,000.00	4,950.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	26,976.00	27,402.24	28,671.00	29,388.00	30,123.00	88,182.00
2000-2999: Classified Personnel Salaries	Federal Funds	22,690.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Lottery	0.00	42,169.80	22,441.00	15,441.00	10,178.00	48,060.00
2000-2999: Classified Personnel Salaries	Supplemental	18,351.00	17,842.02	28,261.00	35,851.00	39,955.00	104,067.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	4,475.00	4,475.00	4,475.00	13,425.00
3000-3999: Employee Benefits	Lottery	0.00	16,922.64	10,167.00	6,167.00	6,167.00	22,501.00
3000-3999: Employee Benefits	Supplemental	18,985.00	16,457.61	20,219.00	30,371.00	29,244.00	79,834.00
3000-3999: Employee Benefits	Title I	0.00	0.00	2,556.00	2,556.00	2,556.00	7,668.00
4000-4999: Books And Supplies	Base	23,500.00	11,681.63	74,000.00	43,500.00	35,500.00	153,000.00
4000-4999: Books And Supplies	Lottery	10,000.00	12,802.00	21,500.00	12,000.00	12,000.00	45,500.00
4000-4999: Books And Supplies	Supplemental	11,500.00	1,159.12	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	19,675.00	4,749.00	32,975.00	33,475.00	36,475.00	102,925.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	2,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	8,420.00	3,900.00	9,290.00	4,300.00	8,300.00	21,890.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	8,400.00	8,400.00	8,400.00	25,200.00
5000-5999: Services And Other Operating Expenditures	Title II	6,164.00	4,175.00	3,821.00	3,821.00	3,821.00	11,463.00

* 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	184,350.00	144,413.00	147,422.00	476,185.00
Goal 2	82,426.00	85,332.00	79,772.00	247,530.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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