

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 TEAM Charter School

Contact Name and Title

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Email and Phone

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2017-20 Plan Summary

THE STORY

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

TEAM Charter School opened in the Fall of 2011. Located in the heart of downtown Stockton, TEAM Charter is nestled in the middle of the historical district. Starting with approximately 120, K-5 students, TEAM has increased its enrollment by approximately 100 students each year. Transitional Kindergarten was added to the program in the fall of 2013. This year student enrollment has increased to accommodate 568 students. The theme of our charter is "Social Justice." The TEAM mission is "To cultivate healthy bodies, minds, and spirits based on compassion and love for all humanity." TEAM's student population is made up of the following demographics: 75% Hispanic/Latino; 13% Black/African American; 4% White; 4% Asian; 4% two or more races; 33% ELL; 82% Socioeconomically Disadvantaged; 50% males; 50% females. TEAM Charter offers students a viable educational program that includes many opportunities and pathways to engage in high levels of learning that lead to academic success and productive citizens.

LCAP HIGHLIGHTS

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

Working closely with TEAM Charter Stakeholders, four goals have been identified for focus within the next three years.

Goal #1 –

Improve and support student learning to close achievement gaps and ensure all students, especially English learners progress so they will be ready for success at the middle school level and beyond.

Goal #2 –

Increase teacher effectiveness of instructional delivery and increase rigor/depth of knowledge for all students.

Goal #3

Increase parent participation and family involvement at school events and on campus.

Goal #4

Improve school climate by providing students and staff with a school environment that promotes healthy learning and opportunities to be academically, socially and emotionally successful in assuring student achievement is met.

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

As we analyzed TEAM Charter student data the findings are as follows: All K-5 students are required to complete 3 NWEA MAP assessments administered throughout the year. Students completed one in the Fall 2016 and Winter 2017. Overall growth has been noted by each grade level in Reading and Math. The mean RIT scores are as follows; Reading +9.18 and Math +10.15.

The annual SBAC assessment was administered to 203 students. Student status increased significantly in both ELA and Math. In ELA the overall status performance level for all students was in the Very Low range, 76.4 points below level 3. However, compared to last year's scores, an increase of 28.1 points was noted, placing them into the "Increased Significantly" band. In Math, the status performance level for all students was in the Low performance range, 70.1 points below level 3. However, compared to last year's scores, an increase of 23.1 points was noted, placing them into the "Increased Significantly" band.

Included within the State Indicators are significant subgroups at TEAM. They are identified as the Hispanic, EL and Socioeconomically Disadvantaged students. The following addresses their performance data:

Identified in the Hispanic subgroup were 156 students. Their overall performance level fell in the Very Low range, 74.6 points below level 3.

However, compared to last year's scores, an increase of 31.4 points was noted, placing them into the "Increased Significantly" band.

Identified in the EL subgroup were 100 students. Their overall performance status fell into the Very Low range, 88 points below level 3. However, compared to last year's scores, an increase of 20.1 points was noted, placing them into the "Increased Significantly" band.

Identified in the Socioeconomically Disadvantaged were 182 students. Overall their performance status fell into the Very Low range, 77.2 points below level 3. However, compared to last year's scores, an increase of 26 points was noted, placing them into the "Increased Significantly" band.

The fact that TEAM Charter School continues to show improvement on District and State administered assessments, is evidence that we are using student data to improve instruction and increase student achievement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The State Indicator with the greatest need is student achievement with our EL student group.

There were 100 students designated EL according to the CELDT assessment. Out of the 100, 11 students were reclassified. The following is a breakdown of their data:

Overall CELDT results:

Overall SBAC ELA results: EL students (3rd – 5th graders), status was at Very Low range, 76.4 points below level 3. However, compared to last year's scores, an increase of 28.1 points was noted, placing them into the "Increased Significantly" band. EL Math results status was at the Low range, 70.1 points below level 3. However, compared to last year's scores, an increase of 23.1 was noted, placing them into the "Increased Significantly" band.

The MAP assessments were administered in the Fall 2016 and Winter 2017. English Learner mean Rasch Unit Scale or RIT scores reflect growth in Reading with an overall average increase of 9.03 points and 9.8 points in Mathematics. The standard of deviation was all over the board. Reading's highest standard of deviation was 16.1 and lowest deviation 11.9. For Mathematics, the highest standard of deviation was 19.6 and the lowest standard of deviation was 12.7. These data indicate that the standard deviation is largely spread further from the average mean creating the variance in student scores.

Steps to address the areas of improvement include:

GREATEST NEEDS

- Teacher training on how to deliver effective instruction that incorporates SDAIE strategies to engage students at higher levels of learning.
- Teacher training on progress monitoring of their EL students' progress throughout the year to ensure that they are moving them up at least one CELDT level.
- Purchase of additional ELD resources that supplement the core ELA program for all grade levels
- Increased efficacy of designated English Language Development time.
- Purchase of supplemental reading support for kindergarten students.
- Increased use of math manipulatives

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?

The LEA plans to focus on addressing the performance gap for EL students. There is a discrepancy between how EL students perform on the CELDT assessments and how they perform on the MAP or SBAC assessments.

Steps to address the areas of improvement to decrease the performance gap for our English Learner population include:

- Provide EL Coaching through San Joaquin County Office of Education for teachers to increase their understanding and skill level on how to embed integrated ELD lessons/strategies within their ELA curriculum.
- Purchase Wonders ELD Teacher Editions and materials are being purchased for each grade level. Teachers will receive professional development on how to plan effective ELD lessons.
- Target EL students for in-school intervention and after-school programs. To ensure that they are receiving additional opportunities to increase student achievement.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

TEAM will be increasing FTE by adding a paraprofessional to support English learners.
 TEAM will be increasing teacher effectiveness by adding coaching and increasing professional learning opportunities both on-site and off-site. Focus of instructional rounds will be on scaffolding and EL student engagement in both designated and integrated ELD.
 TEAM will be implementing a focus on student leadership through the Steven R. Covey training, The Leader In Me. 100% of students and staff will be using this framework for increasing student attendance, teacher effectiveness, and increased learning for all.

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	\$397,999
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$397,999

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.

N/A

\$ 397,999	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016 - 2017

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	Improve student academic performance.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Improve academic performance as measured by the NWEA-MAP Assessments. Student growth to be measured three times a year.	NWEA-MAP assessments took place in the Fall 2016, Winter 2017 and Spring 2017. The data from these assessments showed growth across grade levels in ELA and Math.
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ACTIONS / SERVICES

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

Action	1	Increase paraprofessionals by 1 FTE.				
Actions/Services		<table border="1"> <tr> <td style="background-color: #d9ead3; padding: 5px;">PLANNED</td> <td style="background-color: #d9ead3; padding: 5px;">ACTUAL</td> </tr> <tr> <td style="padding: 5px;">Increase paraprofessionals by 1 FTE. To assist in small group intervention classes.</td> <td style="padding: 5px;">Increased paraprofessionals by 1 FTE.</td> </tr> </table>	PLANNED	ACTUAL	Increase paraprofessionals by 1 FTE. To assist in small group intervention classes.	Increased paraprofessionals by 1 FTE.
PLANNED	ACTUAL					
Increase paraprofessionals by 1 FTE. To assist in small group intervention classes.	Increased paraprofessionals by 1 FTE.					
Expenditures		<table border="1"> <tr> <td style="background-color: #d9ead3; padding: 5px;">BUDGETED</td> <td style="background-color: #d9ead3; padding: 5px;">ESTIMATED ACTUAL</td> </tr> <tr> <td style="padding: 5px;">\$90,000</td> <td style="padding: 5px;">\$90,000</td> </tr> </table>	BUDGETED	ESTIMATED ACTUAL	\$90,000	\$90,000
BUDGETED	ESTIMATED ACTUAL					
\$90,000	\$90,000					

Action	2	Tutoring will be provided to students who have not achieved proficiency in ELA/Math.	
Actions/Services		<p>PLANNED Teachers targeted students who needed extra support and provided tutoring two times a week.</p>	<p>ACTUAL Teachers provided tutoring 2 times a week. Paraprofessionals provided tutoring 4 times a week.</p>
Expenditures		<p>BUDGETED \$75,000</p>	<p>ESTIMATED ACTUAL \$75,000</p>
Action	3	EL Students will move up 1 performance level on the CELDT assessment, towards reclassification.	
Actions/Services		<p>PLANNED EL Coordinator will monitor the performance levels on the CELDT assessments to ensure students are achieving one level towards reclassification.</p>	<p>ACTUAL The EL Data from the CELDT assessments, showed 11 EL students were reclassified out of 100 students.</p>
Expenditures		<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>
Action	4	The Arts will be integrated into the Curriculum. Contract a part-time Art/Music resource teacher to assist teachers with the implementation of art and music into their lessons.	
Actions/Services		<p>PLANNED All classes will participate in an Art Lesson once a week. If music teacher is hired, they could start a music program.</p>	<p>ACTUAL All classes participated in an Art Lesson once a week. An Art Gallery showcasing student work was held his year. However, a Music resource teacher could not be found to start a music program.</p>

Expenditures		BUDGETED \$53,954	ESTIMATED ACTUAL \$48,304
Action	5	ST Math & Compass Learning Supplemental License renewal agreements. Additional fluency component to be added to the program.	
Actions/Services		PLANNED License renewal agreements will be purchased for all students to access supplemental web based programs. These supplemental programs are skill and concept based and create differentiated learning for all students.	ACTUAL License renewal agreements were purchased for all students to access supplemental web based programs.
Expenditures		BUDGETED \$15,500	ESTIMATED ACTUAL \$19,650
Action	6	Increase inventory of library books to enhance the Accelerated Reading Program.	
Expenditures		BUDGETED \$5,000	ESTIMATED ACTUAL \$5,000

ANALYSIS

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

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

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

The overall implementation of the actions/services to achieve the goal to improve student academic performance has created a structure for us to support students who fall in the intensive group identified by the MAP scores. Additional staff has allowed us to run more intervention groups during the day and after school.

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

The overall effectiveness of the actions/services to achieve the goal has proven to benefit those students who participated in the intensive intervention groups. A post assessment was administered to measure the effectiveness of the intervention groups. MAP scores also indicate that most students who participated in the intensive intervention program showed growth and moved toward their goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Additional paraprofessional (1FTE) will be added. We will continue to look for a music teacher to run our music program. Additional teacher materials will be purchased to use with current ELA curriculum to enhance the EL program. Increase resource coaching staff by 2 FTE's.

Goal 2

Teachers will be highly trained to deliver effective lessons through the use of best practices and research based instructional strategies in all content areas.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Implementation of the academic content and performance standards adopted by the State board.

ACTUAL

All teachers received a variety of professional development opportunities on and off campus.

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	<p>Provide teacher training on becoming more effective in using the ELA/Math curriculum aligned with the Common Core State Standards. Science/Social Studies curriculum will be aligned and calibrated to Common Core State Standards.</p>		
Actions/Services		<table border="1"> <tr> <td data-bbox="636 467 1108 813"> <p>PLANNED Professional Development in ELA and Math have been scheduled for all teachers to attend. Teachers will be scheduled to attend the P.D.'s on and off the school site.</p> </td> <td data-bbox="1108 467 1986 813"> <p>ACTUAL Comprehension and Analysis of Text in the TK Classroom Developing Rich Mathematical Tasks, Close Reading Across Content Areas in Grades TK-5, Geometry in the TK Classroom, Writing Across Text Types Grades TK-5, Beginning Paraprofessional Institute (5 sessions), Advanced Paraprofessional Institute (3 sessions), Developing Rich Mathematical Tasks K-5, Write Steps Kick off K-5, Rick Morris and Classroom Management Strategies, CCSA Conference, Instructional Rounds</p> </td> </tr> </table>	<p>PLANNED Professional Development in ELA and Math have been scheduled for all teachers to attend. Teachers will be scheduled to attend the P.D.'s on and off the school site.</p>	<p>ACTUAL Comprehension and Analysis of Text in the TK Classroom Developing Rich Mathematical Tasks, Close Reading Across Content Areas in Grades TK-5, Geometry in the TK Classroom, Writing Across Text Types Grades TK-5, Beginning Paraprofessional Institute (5 sessions), Advanced Paraprofessional Institute (3 sessions), Developing Rich Mathematical Tasks K-5, Write Steps Kick off K-5, Rick Morris and Classroom Management Strategies, CCSA Conference, Instructional Rounds</p>
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Expenditures		<table border="1"> <tr> <td data-bbox="636 824 1108 919"> <p>BUDGETED \$65,000</p> </td> <td data-bbox="1108 824 1986 919"> <p>ESTIMATED ACTUAL \$65,000</p> </td> </tr> </table>	<p>BUDGETED \$65,000</p>	<p>ESTIMATED ACTUAL \$65,000</p>
<p>BUDGETED \$65,000</p>	<p>ESTIMATED ACTUAL \$65,000</p>			
Action	2	<p>Technology Training for teachers to 1) improve the use of technology in the classroom 2) increase the capacity of teachers to use data to drive their lessons. (Googledocs and various technology tools)</p>		
Actions/Services		<table border="1"> <tr> <td data-bbox="636 1230 1108 1430"> <p>PLANNED Teachers can sign up for the Technology Professional Development opportunity with the SJCOE. Peer teaching will be done throughout the school year to</p> </td> <td data-bbox="1108 1230 1986 1430"> <p>ACTUAL Teachers attended the Technology Workshops offered through the SJCOE. Some of the teachers shared with their peers applications that increased their ability to develop student skill/concepts through the use of technology.</p> </td> </tr> </table>	<p>PLANNED Teachers can sign up for the Technology Professional Development opportunity with the SJCOE. Peer teaching will be done throughout the school year to</p>	<p>ACTUAL Teachers attended the Technology Workshops offered through the SJCOE. Some of the teachers shared with their peers applications that increased their ability to develop student skill/concepts through the use of technology.</p>
<p>PLANNED Teachers can sign up for the Technology Professional Development opportunity with the SJCOE. Peer teaching will be done throughout the school year to</p>	<p>ACTUAL Teachers attended the Technology Workshops offered through the SJCOE. Some of the teachers shared with their peers applications that increased their ability to develop student skill/concepts through the use of technology.</p>			

	improve teacher technology skills at the proficient levels.	
Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL \$12,500

Action	3	Contract with the SJCOE for additional CCSS Training and Instructional Rounds.		
Actions/Services		<table border="1"> <tr> <td>PLANNED 4 Professional Development days will be scheduled to train teachers to conduct Instructional Rounds to increase the rigor in the classrooms.</td> <td>ACTUAL Instruction Rounds P.D. took place on the following dates: 8/16, 11/1, 1/31, 4/26, 5/2.</td> </tr> </table>	PLANNED 4 Professional Development days will be scheduled to train teachers to conduct Instructional Rounds to increase the rigor in the classrooms.	ACTUAL Instruction Rounds P.D. took place on the following dates: 8/16, 11/1, 1/31, 4/26, 5/2.
PLANNED 4 Professional Development days will be scheduled to train teachers to conduct Instructional Rounds to increase the rigor in the classrooms.	ACTUAL Instruction Rounds P.D. took place on the following dates: 8/16, 11/1, 1/31, 4/26, 5/2.			
Expenditures		<table border="1"> <tr> <td>BUDGETED \$2,000</td> <td>ESTIMATED ACTUAL \$4,000</td> </tr> </table>	BUDGETED \$2,000	ESTIMATED ACTUAL \$4,000
BUDGETED \$2,000	ESTIMATED ACTUAL \$4,000			

Action	4	Resource coaching professional development on professional learning community effectiveness.		
Actions/Services		<table border="1"> <tr> <td>PLANNED 3 full days have been scheduled for each grade level to spend (2 hour) with the Instructional Coach for the purpose of discussing PLC development.</td> <td>ACTUAL All grade levels met on the following dates, for a 2 hour PLC:</td> </tr> </table>	PLANNED 3 full days have been scheduled for each grade level to spend (2 hour) with the Instructional Coach for the purpose of discussing PLC development.	ACTUAL All grade levels met on the following dates, for a 2 hour PLC:
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Expenditures		<table border="1"> <tr> <td>BUDGETED \$4,000</td> <td>ESTIMATED ACTUAL \$4,000</td> </tr> </table>	BUDGETED \$4,000	ESTIMATED ACTUAL \$4,000
BUDGETED \$4,000	ESTIMATED ACTUAL \$4,000			

Action **5** Instructional coaching to increase content effectiveness in using

project based learning activities that are aligned to the CCSS.

<p>Actions/Services</p>	<p>PLANNED PLC Planning time with the coach to develop content effectiveness with project based learning activities. Teachers are allocated \$300 dollars per grade levels for materials and supplies used for their PBL's.</p>	<p>ACTUAL 3 PBL Family nights were planned this year. Families were invited to view and learn about their child's project. Family PBL nights were held on 11/16, 3/16 and 6/1. Teachers were reimbursed for student materials and supplies.</p>
<p>Expenditures</p>	<p>BUDGETED \$43,290</p>	<p>ESTIMATED ACTUAL \$43,290</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Teachers were given many opportunities to participate in professional development on and off the school site. Teachers participated in the following workshops: Comprehension and Analysis of Text in the TK Classroom Developing Rich Mathematical Tasks, Close Reading Across Content Areas in Grades TK-5, Geometry in the TK Classroom, Writing Across Text Types Grades TK-5, Beginning Paraprofessional Institute (5 sessions), Advanced Paraprofessional Institute (3 sessions), Developing Rich Mathematical Tasks K-5, Write Steps Kick off K-5, Rick Morris and Classroom Management Strategies, CCSA Conference, Instructional Rounds</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The overall effectiveness of this goal was to give teachers time to learn new strategies or methods that will help them be more effective and engaging in the classroom. Teachers were given many opportunities to increase their skills in the areas of Classroom Management, Reading, Math and Writing. Paraprofessionals were able to learn valuable EL strategies in Reading and Writing that helped them work more effectively with their small groups.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>

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.

TEAM will add more professional development on curriculum and planning for teachers on and off the campus.

Goal 3

Increase parent participation and family involvement at school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increasing the communication with parents through the use of the School Cast and information sent home will determine the increase in parent participation. Sign-In sheets for these events will be used to measure this goal.

ACTUAL

Parents were given many opportunities to participate in school wide activities at school. Flyers and the School Cast were used to inform families of these events. Teachers held parent/teacher conferences 2 x's this year, 3 PBL Family Nights were conducted, 1 Art Gallery Show brought parents out to see their students master pieces, a Family dance was held. School Site Council and PTO meetings were also held throughout the year.

ACTIONS / SERVICES

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

Action

1

“Project 2 Inspire” will include bilingual parents to develop parent leadership on campus. 12 modules will be completed throughout the school year.

Actions/Services	PLANNED Contracted with “Project 2 Inspire” to hold 12 modules throughout the Fall.	ACTUAL “Project 2 Inspire” held 12 modules and graduated 4 out of the 12 parents finished the 12 modules and we celebrated their accomplishments.
Expenditures	BUDGETED \$2,500	ESTIMATED ACTUAL \$4,000

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

Action	2 Parent coffee socials will be scheduled once a month to increase parent participation. Information about TEAM Charter programs, parent training, community stakeholders and activities will be planned throughout these meetings.	
Actions/Services	PLANNED Parent coffee hour socials were scheduled each month throughout the year.	ACTUAL Three parent coffee hour socials were conducted this year. The Project 2 Inspire program met each week and parents began to attend those meetings.
Expenditures	BUDGETED \$1,000	ESTIMATED ACTUAL \$0
Action	3 Child Care will be provided for parents so that they can attend the parent meetings.	
Actions/Services	PLANNED Child Care will be provided for parent meetings.	ACTUAL Parents did not require child care for meetings.

Expenditures	BUDGETED \$1,500	ESTIMATED ACTUAL \$0
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Action **4** All teachers to use classroom webpage to inform parents about classroom information, activities and events taking place each month.

Actions/Services	PLANNED Teachers scheduled to receive professional development on how to create their webpages.	ACTUAL Most of the teachers created their web-site pages. However, most of them began to use other applications (i.e. Class DoJo, Remind App.) to inform parents of classroom assignments, information and school wide activities.
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Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0
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Action **5** Academic Parent/Teacher Conferences will be held each Trimester to discuss student progress, interventions and set goals for each individual.

Actions/Services	PLANNED 2 weeks of parent/teacher conferences are calendared this year.	ACTUAL 2 weeks of parent/teacher conferences were conducted. Teacher schedules and Parent sign-in sheets were collected.
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Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0
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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.

The overall implementation of the action/services was to increase parent opportunities to engage in their child’s learning environment. SST meetings were held for many of our students requiring extra support in academics, attendance and behavior concerns. Family nights and conferences were a huge success as many parents attended and visited their child’s classroom. Parent Coffey hours do not seem to draw very many parents to school. Flyers, calls home but were only able to get a few of the same parents to attend.

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

The overall effectiveness of creating opportunities to engage in their child’s learning environment. We did provide opportunities for parents to engage in a 12 week parent group “Project 2 Inspire.” We did not get the desired turnout we were hoping for. We did receive huge turnouts during our Project Based Family nights which we increased the nights from 2 to 3 throughout the year. TC also did a record night at a fundraiser held at Chuck E Cheese.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

Goal 4

Improve school climate by providing students and staff with a school environment that promotes healthy learning and opportunities to be academically, socially and emotionally successful in assuring student achievement is met.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Team will monitor its pupil suspension/expulsion rates. The Student Assistance Program (SAP) will be refined and staff training will be conducted to promote a positive school climate. Surveys will be conducted to include parents, teacher, staff and student feedback to gain a better prospective on school connectedness and safety issues.

At the beginning of the school year, staff received training on the components of the SAP process. The Vice Principal conducted a staff meeting to discuss how to complete a referral form and what information is needed for the process to be initiated.

ACTIONS / SERVICES

Action	1	Increase ADA.	
Actions/Services		<p>PLANNED An assembly to acknowledge classes and students with the highest attendance rates will be scheduled each month.</p>	<p>ACTUAL 1st, 2nd and 3rd place classes were rewarded with the Attendance trophy for a month.</p>
Expenditures		<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

ACTIONS / SERVICES

Action	2	Provide an alternate to out-of-school suspension by using an intervention program that helps students make positive choices in behavior.	
Actions/Services		<p>PLANNED In-School Suspension to be used for low level consequences.</p>	<p>ACTUAL The In-School Suspension room was less used for low level consequences.</p>
Expenditures		<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

ACTIONS / SERVICES

Action	3	Develop a peer conflict program that will increase student	
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participation in promoting behavior on campus.

<p>Actions/Services</p>	<p>PLANNED “Circle of Friends” activities will be used to deal with peer conflict when staff/parents report student issue to the Student Support Specialist. Follow-up will also take place.</p>	<p>ACTUAL Over 100 students engaged in the “Circle of Friends” program. Students were successful in learning how to deal with peer conflict and solve problems.</p>
<p>Expenditures</p>	<p>BUDGETED \$3,755</p>	<p>ESTIMATED ACTUAL \$3,255</p>

ACTIONS / SERVICES

<p>Action</p>	<p>4</p>	<p>Provide dedicated library staff.</p>
<p>Actions/Services</p>	<p>PLANNED A FTE in the Library will assist students by promoting a positive attitude for the love of Reading. They will also organize the Library and assess students on their learning levels.</p>	<p>ACTUAL A FTE in the Library continues to be an asset to our school community. She has held 2 Scholastic Book Fairs this year and helped many students check out books for our Accelerated Reading Program.</p>
<p>Expenditures</p>	<p>BUDGETED \$26,000</p>	<p>ESTIMATED ACTUAL \$26,000</p>

ANALYSIS

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

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

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

TEAM Charter continues to work on raising attendance scores by acknowledging those students who have perfect attendance. An assembly is held each month to award 3 trophies to the top classes with the highest attendance. We finished the year with an average of 94.2% in attendance. This was slightly above the 2016's attendance which was 94.1%.

Our Student Assistance Program (SAP) was effective this year. This year, we held 35 initial SST's. 14 of those required a second SST, 6 went to a third SST and 4 went to the fourth SST. 4 students were assessed and are now being served with an IEP.

Our In-school suspension program continues to be an effective retreat for students. In 2016, we finished the school year with 102 students that served In-School Suspension and 34 served Out-of-School suspension. This school year 2017, we see a decrease in students serving ISS (95 students) and OSS (23 students). We have been using the "Circle of Friends" program to speak to students regarding positive choices, consequences and student issues.

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

The data reveals that we are showing slight improvement in our Attendance and Student Assistance Program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

TEAM will add a Community Liaison to help with parent outreach efforts.

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?

Several meetings were conducted to engage all stakeholders in the process of collaboration regarding the LCAP.

A parent informational meeting was held on February 27, 2017

School Site Council/ELAC meetings were held regarding the LCAP on October 27, 2016 and February 23, 2017.

A leadership meeting was held to discuss the LCAP on March 1 and March 15, 2017.

A teacher/staff meeting was conducted on LCAP May 30, 2017.

The final draft of the LCAP was presented to the Board on June 12, 2017.

All stakeholders were invited to complete an LCAP (18 question) survey to find out what priorities they had for the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

These meetings were instrumental in creation a collaborative environment where all stakeholders' voices were heard. The type of suggestions from many of the stakeholders were as follows: added security staff, better drop off/pick up system, request for more clubs and team sports, better lunches, request for a music program, better parking for parents, provide transportation for students, participation in county activities, counselor for students. We categorized the suggestions and incorporated some of the ideas into the LCAP. However, many of the suggestions are items that do not require to be met through the LCAP.

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

Improve and support student learning to close achievement gaps in ELA and Math to ensure all students, especially English learners, progress and are ready for success at the middle school level and beyond.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Improve academic performance as measured by the NWEA-MAP Assessments, SBAC Assessment, and CELDT level assessments. Monitor the progress of all students throughout the year. Engage students and parents in goal setting activities from assessment data to promote academic achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	203 3 rd through 5 th grade students took the state assessment. ELA experienced a status level of Very Low range but had an increase of 28.1 points which placed them in the Increased Significantly band. Math experienced a status level of Low range but also	Continue to increase significantly overall in ELA, at least 20 points, increasing one band level. Continue to increase significantly in Math at least 20 points increasing one band level.	Continue to increase significantly overall in ELA, at least 20 points increasing one band level. Continue to increase significantly in Math at least 20 points increasing one band level.	Continue to increase significantly overall in ELA, at least 20 points maintaining or increasing one band level. Continue to increase significantly in Math at least 20 points maintaining or increasing one band level.

	had an increase of 23.1 points, placing all students into the Increased Significantly category																					
CELDT	<p>100 English learning students 3rd through 5th grade took the annual CELDT</p> <p>Overall status level achieved was Very Low, a 12.2% decline in scores compared to the previous year's scores, placing them into the Declined Significantly band</p>	<p>Implement the ELPAC assessment for initial results.</p> <p>Reverse the decline on CELDT to stabilize</p>	<p>Fully implement the ELPAC with all English learners in the Increased Significantly category by growing at least 20 points.</p>	<p>Fully implement the ELPAC with all English learners in the Increased Significantly category by growing at least 20 points.</p>																		
NWEA MAP: Local Benchmark Assessments Fall 2016, Winter 2016, Spring 2017	<p>Baseline year growth indicators for Math and ELA:</p> <table border="0"> <tr> <td>K:</td> <td>+24.3</td> <td>+16.6</td> </tr> <tr> <td>1st:</td> <td>+36</td> <td>+26.3</td> </tr> <tr> <td>2nd:</td> <td>+21.4</td> <td>+12.8</td> </tr> <tr> <td>3rd:</td> <td>+14.7</td> <td>+12.4</td> </tr> <tr> <td>4th:</td> <td>+16</td> <td>+11.9</td> </tr> <tr> <td>5th:</td> <td>+10.4</td> <td>+9.5</td> </tr> </table>	K:	+24.3	+16.6	1 st :	+36	+26.3	2 nd :	+21.4	+12.8	3 rd :	+14.7	+12.4	4 th :	+16	+11.9	5 th :	+10.4	+9.5	<p>First year growth indicators:</p> <p>+8% for all students; +15% for EIs +15% for SED</p> <p>Extra focus on 3rd and 5th in math and 4th and 5th for ELA</p>	<p>Second year growth indicators:</p> <p>+8% for all students +15% for EIs +15% for SED</p>	<p>Third year growth indicators:</p> <p>+8% for all students +15% for EIs +15% for SED</p>
K:	+24.3	+16.6																				
1 st :	+36	+26.3																				
2 nd :	+21.4	+12.8																				
3 rd :	+14.7	+12.4																				
4 th :	+16	+11.9																				
5 th :	+10.4	+9.5																				

PLANNED ACTIONS / SERVICES

Action **1** Increase paraprofessionals by 1 FTE to assist in the implementation of intensive intervention groups and small group instruction.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$135,000	Amount	\$135,000	Amount	\$142,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	2200	Budget Reference	2200	Budget Reference	2200

PLANNED ACTIONS / SERVICES

Action **2** Provide tutoring to students who have not achieved proficiency in ELA and Math. Tutoring will be guided by the teachers, paraprofessionals and the after-school programs.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$75,000	Amount	\$75,000	Amount	\$79,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

PLANNED ACTIONS / SERVICES

Action **3** Administrators, EL Coordinator, Instructional Coaches and teachers will monitor EL student progress using ongoing assessments throughout the year using EL monitoring forms and student data.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$25,000	Amount	\$25,000	Amount	\$26,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5100	Budget Reference	5100	Budget Reference	5100

PLANNED ACTIONS / SERVICES

Action **4** Integrate ELD component into daily ELA. Coaching provided to teachers on effective best practice for student success.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged

2018-19

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged

2019-20

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$35,000
Source	TCS, LCFF
Budget Reference	4100

2018-19

Amount	\$35,000
Source	TCS, LCFF
Budget Reference	4100

2019-20

Amount	\$36,000
Source	TCS, LCFF
Budget Reference	4100

PLANNED ACTIONS / SERVICES

Action **5** Provide professional development to teachers in order to scaffold language and learning for English learners

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Source	TCS, LCFF
Budget Reference	5230

2018-19

Amount	\$25,000
Source	TCS, LCFF
Budget Reference	5230

2019-20

Amount	\$27,000
Source	TCS, LCFF
Budget Reference	5230

PLANNED ACTIONS / SERVICES

Action **6** Use supplemental computer-based programs consistently to support core first instruction (ST Math, Splash Math, Compass learning, Digital ELA programs).

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$26,000
Source	TCS, LCFF	TCS, LCFF	TCS, LCFF
Budget Reference	4310	4310	4310

PLANNED ACTIONS / SERVICES

Action **7** Purchase additional library books to incentive reading at home with parents

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,500	Amount	\$7,500	Amount	\$7,500
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	4200	Budget Reference	4200	Budget Reference	4200

New

Modified

Unchanged

Goal 2

Increase teacher effectiveness of instructional delivery and increase rigor/depth of knowledge for all students.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Improve academic performance as measured by the NWEA-MAP Local Assessments, SBAC State Assessment, and CELDT assessments. Monitor the progress of all students throughout the year. Engage students and parents in goal setting activities from assessment data to promote academic achievement. Professional development for teachers to increase their effectiveness to add rigor to their lessons using the DOK concepts and increase leadership across all student subgroups.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional Rounds, Coaches Feedback from Walkthroughs, Attendance at trainings	Weekly walkthroughs and observation of instruction to determine problem of practice Collaboration conversation focused on identified problem of practice such as specific engagement of EL students in their learning.	Increased use of instructional strategies selected as common to all teachers (i.e. technology usage), with a specific focus on rigor and depth of knowledge for English learners.	Examining academics through an increased focus on the Leader In Me belief system and 7 habits of effective leaders in all students. Increasing ownership of student learning.	Full implementation of the Leader in Me belief system. Continued identification of problems of practice for collaboration conversations about student achievement data.

PLANNED ACTIONS / SERVICES

Action **1** Provide teacher training on becoming more effective in using the ELA/Math curriculum aligned with the Common Core State Standards.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$85,000	Amount	\$85,000	Amount	\$86,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5230, 5100	Budget Reference	5230, 5100	Budget Reference	5230, 5100

PLANNED ACTIONS / SERVICES

Action **2** Provide technology training in the classroom to 1) increase the use of technology in the classroom. 2) Illuminate data base will be consistently used to report student data and progress in order to drive classroom lessons and best practices.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$15,000	Amount: \$16,000
Source: TCS, LCFF	Source: TCS, LCFF	Source: TCS, LCFF
Budget Reference: 5230	Budget Reference: 5230	Budget Reference: 5230

PLANNED ACTIONS / SERVICES

Action 3 Contract with the SJCOE for additional staff development in effective use of instructional rounds to engage teachers in building rigor in the classroom.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$5,000
Source: TCS, LCFF	Source: TCS, LCFF	Source: TCS, LCFF
Budget Reference: 5230	Budget Reference: 5230	Budget Reference: 5230

PLANNED ACTIONS / SERVICES

Action **4** Professional Learning Community Development will include instructional coaching 3 times a year to ensure effectiveness in the classroom.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5230	Budget Reference	5230	Budget Reference	5230

PLANNED ACTIONS / SERVICES

Action **5** Instructional coaching to increase content effectiveness in using project based learning activities that are aligned to the CCSS.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$52,781	Amount	\$52,781	Amount	\$56,152
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5100	Budget Reference	5100	Budget Reference	5100

PLANNED ACTIONS / SERVICES

Action **6** Add 2 FTE Instructional Coaches to assist teachers in implementation of CCSS, lesson planning, effective instructional strategies, design assessments and increase the effectiveness of the ELD program.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$150,000	Amount	\$150,000	Amount	\$167,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

New

Modified

Unchanged

Goal 3

Increase parent participation and family involvement at school events and on campus.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Increase all parent communication in both English and Spanish through the use of the School Cast and flyers. Website, Twitter, and Facebook updates will be utilized frequently throughout the year. Sign-In sheets for school events will be used to measure this goal. Surveys will be completed by all parents in both the spring and the fall.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Social media	Website updated frequently. Use of FB is minimal. No use of Twitter currently. No surveys currently used.	Twitter account to be established. Video blogging to be established. Surveys will be established for spring and fall.	At least 40% of parents following on Twitter and Facebook. At least 70% return on parent satisfaction surveys.	At least 60% of parents following on Twitter and Facebook. At least 80% return on parent satisfaction surveys.
Event attendance	Sign -in sheets for Principal's coffees, Open House, Back to School night, School Site council, PTO, and other events are haphazard.	Establish a clear calendar of events so that parents may arrange their schedules to attend. Establish a baseline for parent attendance at events.	Increase parent participation by 25% at all events.	Increase parent participation by 25% at all events.

School cast
broadcasts

School cast used on a frequent basis – the main source of communication with parents.

Validate that parents are receiving communications at least weekly from school administration

Weekly communication to parents from school administration and teachers.

Weekly communication to parents from school administration and teachers.

PLANNED ACTIONS / SERVICES

Action **1** Schedule Parent Coffee Socials, School Site Council, PTO meetings monthly to increase and encourage parent participation in the decision-making process.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$1,000	Amount: \$1,000
Source: TCS, LCFF	Source: TCS, LCFF	Source: TCS, LCFF
Budget Reference: 4300	Budget Reference: 4300	Budget Reference: 4300

PLANNED ACTIONS / SERVICES

Action **2** Child care will be provided for parents so that they can attend parent meetings.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5890	Budget Reference	5890	Budget Reference	5890

PLANNED ACTIONS / SERVICES

Action **3** All teachers will communicate with parents using a technology parent app or webpage to inform them of classroom/school activities and current events.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	0	Amount	0	Amount	0
Source	0	Source	0	Source	0
Budget Reference	0	Budget Reference	0	Budget Reference	0

PLANNED ACTIONS / SERVICES

Action **4** Hold parent/teacher conferences twice/year to discuss student progress, set learning goals and develop individual plans for students

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	0
Budget Reference	0

2018-19

Amount	0
Source	0
Budget Reference	0

2019-20

Amount	0
Source	0
Budget Reference	0

New Modified Unchanged

Goal 4

Improve school climate by providing students and staff with a school environment that promotes healthy learning and opportunities to be academically, socially and emotionally successful in assuring student achievement is met.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

To increase ADA and lower our pupil suspension/expulsion TEAM will utilize the Student Assistance Program (SAP). Staff will be trained to identify students who require extra support and learn the process for referring students. Surveys will be conducted to include parents, teacher, staff and student feedback to gain a better prospective on school connectedness and safety issues.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Surveys	Conduct baseline survey	Increase parent satisfaction by 25%	Increase parent satisfaction by 25%	Increase parent satisfaction by 25%
Suspension data	Number of days of OSS: 23	Reduce by 10%	Reduce by 10%	Reduce by 10%
In school referral data	Number of days of ISS: 95	Reduce by 10%	Reduce by 10%	Reduce by 10%
ADA rates	ADA:	ADA: 95% or higher	ADA: 95% or higher	ADA: 95% or higher

PLANNED ACTIONS / SERVICES

Action **1** Increase ADA by 2 %. Program will need to include more incentives and recognition for those who have good attendance.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	0	Amount	0	Amount	0
Source	0	Source	0	Source	0
Budget Reference	0	Budget Reference	0	Budget Reference	0

PLANNED ACTIONS / SERVICES

Action **2** Provide an alternative to out-of-school suspension by using an intervention program that helps students make positive choices in behavior.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$3,000"/>	Amount <input type="text" value="\$3,000"/>	Amount <input type="text" value="\$3,200"/>
Source <input type="text" value="TCS, LCFF"/>	Source <input type="text" value="TCS, LCFF"/>	Source <input type="text" value="TCS, LCFF"/>
Budget Reference <input type="text" value="5890"/>	Budget Reference <input type="text" value="5890"/>	Budget Reference <input type="text" value="5890"/>

PLANNED ACTIONS / SERVICES

Action **3**

Enhance the learning environment with a schoolwide program called "Second Step." This program will be used by administration, teachers and support staff to reinforce positive social-emotional skills that help children make friends, solve problems, and manage emotions.

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000	Amount: \$20,000	Amount: \$22,000
Source: TCF, LCFF	Source: TCF, LCFF	Source: TCF, LCFF
Budget Reference: 5100	Budget Reference: 5100	Budget Reference: 5100

PLANNED ACTIONS / SERVICES

Action **4** Create Student Ambassadors Program for 3rd – 5th grade students for students to learn and implement leadership skills and activities

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	TCS, LCFF	Source	TCS, LCFF	Source	TCS, LCFF
Budget Reference	5890	Budget Reference	5890	Budget Reference	5890

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Percentage to Increase or Improve Services:

%

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](#)).

N/A

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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 EC 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 *California Code of Regulations*, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?