

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	Contact Name and Title	Email and Phone
Gratton Elementary School	Shannon Sanford Superintendent	ssanford@grattonschool.net 209 632-0505

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Gratton School District is a rural district with boundaries that are only five square miles serving students in kindergarten through eighth grade. Two schools, Gratton Elementary and Gratton Charter are under the district umbrella. The English Learner population of students is 3 percent combined for both schools and the Free and Reduced population of students is 25 percent combined for both schools. No foster students are served by the district at this time. In addition to the core curriculum, all students, from both schools, participate in the fine arts program and grades 5th through 8th all participate in the competitive sports program. The district implements a Response to Intervention theory and program for all students needing intervention, differentiation, resource or speech. All other special education programs are provided by a regionalized provider.

LCAP Highlights

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

The LCAP contains two major goals. Goal 1 is to maintain very high standards that have been established at Gratton such as:

1. 4.67 average out of 5.0 rating of customer satisfaction for district programs and 4.7 average out of 5.0 for classroom environment
2. 100% highly qualified staff and aligned curriculum
3. 0% suspensions or expulsions, drop out rate and chronic absenteeism rate
4. 100% attendance rate for Gratton Charter and 98% attendance rate for Gratton Elementary

The major focus of Goal 2 is:

1. Increase SBAC student achievement for general population as well as intervention population.
2. Promote every second grader reading at 2.9 grade level by the end of second grade.

3. Provide conflict management intervention.

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

Gratton School District has the highest SBAC test scores of all the districts in Stanislaus County with 55% of students meeting or exceeding the standard for Language Arts and 53% of students meeting or exceeding the standard for Math. Gratton enjoys a high satisfaction rate from its customers with an average of 4.67 out of 5 for district programs and an average of 4.7 out of 5 for classroom environments. There is a 0% suspension and expulsion rate along with 0% chronic absenteeism and drop out rate. The attendance rate is 100% for Gratton Charter and 98% for Gratton Elementary.

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

Greatest Needs

Gratton School District has met all of the LCFF Evaluation Rubrics performance indicators. No categories are marked red or orange. Even though the district has the highest SBAC test scores in the county, the general education population as well as intervention student scores need improvement. Major components needed to improve scores for both Language Arts and Math are listed below:

1. Data Program to enter in all scores for each student from a variety of sources.
2. Procedures and protocol for identifying and servicing Response to Intervention students.
3. Mental health services need to be added in the form of Response to Intervention targeted grouping for role playing of social situations.
4. General classroom instruction is needed for social interaction.

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

Performance Gaps

Gratton School District has met all of the LCFF Evaluation Rubrics performance indicators. No categories are marked red or orange.

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.

Increased or Improved services

See description under "Greatest Needs"

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

\$289,609.00

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

\$2,200.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

75% of total budget is allocated to staff and 25% allocated to operating services and supplies

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$447,876.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

The district will establish and implement required conditions of learning as identified under the Williamson Act that include creating, promoting and monitoring a positive school climate with access to a wide variety of courses and programs, aligned with state standards that encourage students engagement, attendance and parent participation.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Percentage of highly qualified certificated teachers and percentage of students that have access to standards- aligned materials.

17-18

1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials.

Baseline

1. 100% of certificated teachers are highly qualified and all students have access to standards-aligned materials.

Metric/Indicator

2. Completed Monthly Inspection Checklists and repairs.

Actual

1. 100% of certificated teachers are highly qualified and 100% of students have access to standards-aligned materials.

2. Facilities were maintained with the Inspection Checklist.

Expected

17-18

2. Maintain safety of facilities with the Facilities Inspection Checklist and perform repairs.

Baseline

2. Facilities Inspection Checklists are conducted and repairs made monthly.

Metric/Indicator

3a. Return percentage rate of survey

3b. Average rating for district programs

3c. Average rating for classroom environment

17-18

3a. 65% return of Customer Satisfaction Surveys

3b. 4.0 average rating or higher for district programs

3c. 4.0 average rating or higher for classroom environment

Baseline

3a. 57% return rate

3b. 4.67 overall rating

3c. 4.70 overall rating

Metric/Indicator

4. Percentage of suspensions, expulsions, junior high drop out rate, average daily attendance rate and chronic absenteeism rate.

17-18

4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate.

Baseline

4. 0% suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate.

Actual

3. The Customer Satisfaction Survey is administered every other year. The survey was not scheduled to be administered this year.

4. A 0% record of suspensions and expulsions was maintained, a 0% junior high drop out rate was maintained, 98% average daily attendance rate was maintained and a 0% chronic absenteeism rate was maintained.

Expected

Metric/Indicator

5. Percentage of students with access to a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

17-18

5. Maintain 100% of students enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts..

Baseline

5. 100% of students are enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

Metric/Indicator

6. Percentage of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

17-18

6. Maintain 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

Baseline

6. 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

Metric/Indicator

7. Gratton School District is a K-8 district. High School metrics are not included.

17-18

7. Gratton School District is a K-8 district. High School metrics are not included.

Baseline

7. Gratton School District is a K-8 district. High School metrics are not included.

Actual

5. 100% of students were enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

6. 100% of classrooms implemented state board adopted content standards in ELA/ELD, Math, Science, social Studies, Physical Education and Fine Arts.

7. Gratton is a K-8 district. High School metrics are not included.

Actions / Services

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

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

- 1. Facility Repairs
- 2. Language Arts Curriculum Training
- 3. Create a district wide menu of enrichment activities available for students.
- 4. Create a classroom menu of enrichment activities available for students.

Actions/Services

- 1. Facilities were repaired.
- 2. Language Arts curriculum training was not completed.
- 3. District menu of enrichment activities were not completed.
- 4. Classroom menu of enrichment activities were not completed.

Expenditures

5800: Professional/Consulting Services And Operating Expenditures Base \$2,200.00

Expenditures

5800: Professional/Consulting Services And Operating Expenditures Base 1,600.00

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.

Facilities were checked and repaired.
 The staff decided to implement all parts of the new Language Art curriculum for one year and then revisit the areas needed for training.
 The staff decided to put a hold on the menu of district and classroom enrichment activities. There are many things that are already offered district wide and in each classroom for enrichment. Examples are chorus, drama, band, competitive sports, service learning, raising livestock, gardening, coding, programming drones, field trips, outdoor education etc.

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

All facilities are in good working order.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the district did not pursue Language Arts training this year, there was a considerable savings.

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.

Language Arts training will be reevaluated at the end of this year by staff.

Enrichment will be dropped from goals for now given the long list of activities already offered.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

The district will use data driven information to assess the implementation of state board adopted academic content and performance standards for all students. Information will be used to make decisions about group and individual student goals both in the classroom and as a district to promote student progress.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC scores for both Language Arts and Math

- 1a. Percentage of General Population meeting or exceeding the standard
- 1b. Response To Intervention Population average point increase

17-18

- 1a. 70% of general education students will meet or exceed the standard for Language arts and math
- 1b. 75% of Response to Intervention students will increase their SBAC score by at least 50 points.

Actual

- 1a. 55% of the population met or exceeded the standard in Language Arts and 53% of the population met or exceeded the standard in Math.
- 1b. This metric was more difficult to identify as the criteria to target a response to intervention student needs to be more refined.

Expected

Baseline

1a. 65% of general education students met or exceeded the standard for Language Arts and 63% for Math

1b. 60% of Response to Intervention students increased their score by 50 points for Language Arts and 0% increase by 50 points for Math

Metric/Indicator

2. Percentage of Second Graders reading at grade level by end of second grade

17-18

2. 80% of second graders will be reading at a 2.9 grade level as measured by the STAR assessment by the end of second grade

Baseline

2. 75% of second graders are reading at a 2.9 grade level

Metric/Indicator

3. Percentage of correlation of individual GPA for Math and Language Arts SBAC scores

17-18

3. 75% of students meeting or exceeding the standard on the SBAC will have a 3.0 grade average for Language Arts and Math.

Baseline

3a. 52% of students meeting or exceeding the standard on the SBAC and have a 3.0 grade average or higher for Language Arts

3b. 48% of students meeting or exceeding the standard on the SBAC and have a 3.0 grade average or higher for Math

Metric/Indicator

4. Number of "Conflict Management" incidences for large offenses requiring administration and minor offenses requiring a teacher

17-18

4a. Number of incidences requiring administration will not exceed 2 per targeted student.

4b. Number of incidences requiring a teacher will not exceed 5 per targeted student.

Actual

2. 93% of second graders were reading at grade level or above at the end of second grade.

3. We decided to delete this metric because the district adopted two new standards aligned curriculums for language arts and math.

4a. No more than 2 major incidences per targeted student required administration assistance.

4b. No more than 5 major incidences per targeted student required teacher assistance.

Expected

Baseline

4. There are no current metrics as intervention group is being formed for next year.

Metric/Indicator

5. Percentage of English Learners reclassified by 5th grade.

17-18

5. 100% of English Learners are reclassified by the CELDT by 5th grade.

Baseline

5. 100% of English Learners are reclassified by the CELDT 5th grade.

Metric/Indicator

6. Next Generation Science Testing

6a. Percentage of General Population meeting or exceeding the standard.

6b. Percentage of Response to Intervention Population that increases their score by 50 points or more.

17-18

6a. 70% of the General Population will meet or exceed the standard

6b. 75% of Response To Intervention Population will increase their score by 50 points or more.

Baseline

6a. Baseline percentage of General Population meeting or exceeding the standard to be determined by the field test.

6b. Baseline percentage of Response To Intervention Population students increasing their score by 50 points to be determined by the field test.

Metric/Indicator

7. Percentage of 5th and 7th grade students meeting the standard on the Physical Fitness Testing.

17-18

7. Maintain 80% of 5th and 7th grade students meeting or exceeding the standard on the Physical Fitness testing.

Baseline

7. 80% of 5th and 7th grade students meet or exceed the standard on the Physical Fitness testing.

Actual

5. 100% of English Learners were reclassified by 5th grade.

6a. Next Generation Science testing will be done in 2019-2020 for the baseline.

6b. Next Generation Science testing will be done in 2019-2020 for the baseline.

7. The fifth grade average score was 66% meeting the standard. The seventh grade average score was 81% meeting the standard.

Expected

Metric/Indicator

8. Gratton School District is a K-8 district. High School metrics are not included.

17-18

8. Gratton School District is a K-8 district. High School metrics are not included.

Baseline

8. Gratton School District is a K-8 district. High School metrics are not included.

Actual

8. Gratton School District is a K-8 district. High School Metrics are not included.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Create a common list of assessments to be used kindergarten through eighth grade and frequency of administration</p> <p>2. Create classroom assessment data sheet to review regularly for each general population and intervention student</p> <p>3. Teachers will attend weekly departmental meetings to discuss:</p> <ul style="list-style-type: none"> a. data sheets for general population and intervention students b. individual intervention plan <p>4. Conflict Management group will meet with the Resource Specialist for intervention.</p>	<p>1. A common list of assessments is in the process of being created and follows the new curriculum adopted for language arts and math.</p> <p>2. Classroom data sheet was created.</p> <p>3. Teachers attended weekly departmental meetings.</p> <p>4. Conflict management group was identified and has met with the Resource Specialist on a regular basis.</p> <p>5. School wide conflict management guidelines are being</p>	<p>0000: Unrestricted Base 0.00</p>	<p>0000: Unrestricted Base 0.00</p>

5. School wide conflict management guidelines will be created and implemented in the classroom.

created and implemented in the classroom.

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.

As of January, the district began to participate in the Multi Tiered System of Support and received a \$25,000 grant for implementation of the program to improve existing Response to Intervention program. The program addresses social/emotional, behavioral and academic aspects of student needs.

A focus on behavioral group intervention brought our attention to the program Class Dojo. Classrooms piloted the program and the decision was made to implement throughout the district. The program contains a much needed social curriculum. Data from the program will determine behavioral Response to Intervention students.

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

Teachers attended weekly departmental meetings. Data sheets for language arts and math unit testing were turned in. Need to identify activities to help increase 5th grade physical fitness scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted and actual expenditures.

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

Due to adoption of standards based curriculum, the decision was made to delete Metric 3 which is the percentage of correlation of individual student GPA for math and language arts with SBAC scores.

It was determined that the criteria for an RTI academic, social/emotional and behavioral student needs to be articulated and include evidence of data. To accomplish this, the district has decided to add a third day to the resource schedule.

The team determined that it would be wise to move from a half day kindergarten to a full day program.

The team discussed the addition of Behavioral Awards to the honor roll assembly.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Consultations to create and review LCAP goals were made with all stakeholders on a regular basis throughout the year. The specific groups and times are listed below:

The Board was consulted monthly from October 2017 to May 2018.

The Site Council*, including staff, was consulted quarterly from October 2017 to May 2018.

The Parent Teacher Club was consulted bi-monthly from October 2017 to May 2018.

The student leadership team was consulted bi-monthly from October 2017 to May 2018.

* Site Council serves also as Safety Advisory Committee, Title One Advisory Committee, and Charter Advisory Committee. Due to lack of English Learner population, the district does not meet the criteria to form a DLAC committee.

Impact on LCAP and Annual Update

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

Consultations with stakeholders resulted in:

Annual Update

Goal 1

1. Language Arts curriculum training postponed for one year.

Current Goals

Goal 1

2. Enrichment menu for district and classroom will be postponed and revisited in the future.

Goal 2

1. Need to purchase a data program to track the abundance of data for decision making.
2. Include behavior awards in honor roll assembly.
3. Add a third day to resource teacher schedule.
4. Move to all day kindergarten from half day program.
5. Class Dojo will be piloted for social instruction in each classroom.

Current Goals

Goal 1

No changes other than listed above.

Goal 2

1. A Response to Intervention criteria of data needs to be established for social/ emotional intervention.
2. Correlation metrics of student GPA, SBAC scores and classroom performance for Language Arts and Math were deleted.

The decision was made to combine the LCAP and Strategic Plan for future reference.

The final draft of the LCAP was presented to the Site Council on May 17, 2018. The public was notified on the district website of the opportunity to submit written comments regarding the LCAP on May 17, 2018.

Detailed decisions from stakeholders' review of results reported are listed below in the Annual Update Section.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

The district will establish and implement required conditions of learning as identified under the Williamson Act that include creating, promoting and monitoring a positive school climate with access to a wide variety of courses and programs, aligned with state standards that encourage students engagement, attendance and parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

1. Maintain 100% rate of highly qualified teachers and access for all students including English Learners, low income, Foster Youth, and students with exceptional needs to standards-aligned materials
2. Maintain safety and repairs of all facilities
3. Maintain 4.0 average rating on Customer Satisfaction Survey
4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate
5. Maintain access for all students to a wide variety of courses including: ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts
6. Maintain implementation of state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Percentage of highly qualified certificated teachers and percentage of students that have access to standards-aligned materials.	1. 100% of certificated teachers are highly qualified and all students have access to standards-aligned materials.	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials.	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials.	1. Maintain 100% rate of highly qualified certificated teachers and access for all students to standards-aligned materials.
2. Completed Monthly Inspection Checklists and repairs.	2. Facilities Inspection Checklists are conducted and repairs made monthly.	2. Maintain safety of facilities with the Facilities Inspection Checklist and perform repairs.	2. Maintain safety of facilities with the Facilities Inspection Checklist and perform repairs.	2. Maintain safety of facilities with the Facilities Inspection Checklist and perform repairs.
3a. Return percentage rate of survey 3b. Average rating for district programs 3c. Average rating for classroom environment	3a. 57% return rate 3b. 4.67 overall rating 3c. 4.70 overall rating	3a. 65% return of Customer Satisfaction Surveys 3b. 4.0 average rating or higher for district programs 3c. 4.0 average rating or higher for classroom environment	3a. 70% return of Customer Satisfaction Surveys 3b. 4.0 average rating or higher for district programs 3c. 4.0 average rating or higher for classroom environment	3a. 75% return of Customer Satisfaction Surveys 3b. 4.0 average rating or higher for district programs 3c. 4.0 average rating or higher for classroom environment
4. Percentage of suspensions, expulsions, junior high drop out rate, average daily attendance rate and chronic absenteeism rate.	4. 0% suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0% chronic absenteeism rate.	4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0%	4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0%	4. Maintain 0% record of suspensions or expulsions, 0% junior high drop out rate, 98% average daily attendance rate and 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		chronic absenteeism rate.	chronic absenteeism rate.	chronic absenteeism rate.
5. Percentage of students with access to a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	5. 100% of students are enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	5. Maintain 100% of students enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts..	5. Maintain 100% of students enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	5. Maintain 100% of students enrolled in a wide variety of courses including ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.
6. Percentage of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	6. 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	6. Maintain 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	6. Maintain 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.	6. Maintain 100% of classrooms implementing state board adopted content standards in ELA/ELD, Math, Science, Social Studies, Physical Education and Fine Arts.
7. Gratton School District is a K-8 district. High School metrics are not included.	7. Gratton School District is a K-8 district. High School metrics are not included.	7. Gratton School District is a K-8 district. High School metrics are not included.	7. Gratton School District is a K-8 district. High School metrics are not included.	7. Gratton School District is a K-8 district. High School metrics are not included.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1. Facility Repairs
2. Language Arts Curriculum Training
3. Create a district wide menu of enrichment activities available for students.
4. Create a classroom menu of enrichment activities available for students.

2018-19 Actions/Services

1. Facility Repairs
2. Language Arts Curriculum Training

2019-20 Actions/Services

1. Facility Repairs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,200.00	\$1,600.00	\$1,600.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

The district will use data driven information to assess the implementation of state board adopted academic content and performance standards for all students. Information will be used to make decisions about group and individual student goals both in the classroom and as a district to promote student progress.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- 1a. Increase general education student achievement scores on the SBAC for both Language Arts and Math
- 1b. Increase Response to Intervention student achievement on the SBAC for both Language Arts and Math
2. Second graders will be reading at a 2.9 grade level as measured by the STAR assessment by the end of second grade.
3. Implement a "Conflict Management" group intervention program.
4. Maintain 100% of English Learners reclassified by 5th grade.
5. Establish baseline scores for the Next Generation Science assessment in 2019-2020.
6. Maintain 80% of students meeting the state standard on the Physical Fitness Assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>SBAC scores for both Language Arts and Math</p> <p>1a. Percentage of General Population meeting or exceeding the standard</p> <p>1b. Response To Intervention Population average point increase</p>	<p>1a. 65% of general education students met or exceeded the standard for Language Arts and 63% for Math</p> <p>1b. 60% of Response to Intervention students increased their score by 50 points for Language Arts and 0% increase by 50 points for Math</p>	<p>1a. 70% of general education students will meet or exceed the standard for Language arts and math</p> <p>1b. 75% of Response to Intervention students will increase their SBAC score by at least 50 points.</p>	<p>1a. 70% of general education students will meet or exceed the standard for language arts and math</p> <p>1b. 75% of Response to Intervention students will increase their SBAC score by at least 50 points.</p>	<p>1a. 75% of general population will meet or exceed the standard for language arts and math</p> <p>1b. 75% Response to Intervention population average point increase will be at least 75 points.</p>
<p>2. Percentage of Second Graders reading at grade level by end of second grade</p>	<p>2. 75% of second graders are reading at a 2.9 grade level</p>	<p>2. 80% of second graders will be reading at a 2.9 grade level as measured by the STAR assessment by the end of second grade</p>	<p>2. 85% of second graders will be reading at a 2.9 grade level as measured by the STAR assessment by the end of second grade</p>	<p>2. 90% of second graders will be reading at a 2.9 grade level as measured by the STAR assessment by the end of second grade</p>
<p>3. Percentage of correlation of individual GPA for Math and Language Arts SBAC scores.</p>	<p>3a. 52% of students meeting or exceeding the standard on the SBAC and have a 3.0 grade average or higher for Language Arts</p> <p>3b. 48% of students meeting or exceeding the standard on the SBAC and have a 3.0 grade average or higher for Math</p>	<p>3a. Goal and metric have been discontinued</p> <p>3b. Goal and metric have been discontinued</p>	<p>3a. Goal and metric have been discontinued</p> <p>3b. Goal and metric have been discontinued</p>	<p>3a. Goal and metric have been discontinued</p> <p>3b. Goal and metric have been discontinued</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>4. Number of "Conflict Management" incidences for large offenses requiring administration and minor offenses requiring a teacher</p>	<p>4 There are no current metrics as intervention group is being formed for next year.</p>	<p>4a. Number of incidences requiring administration will not exceed 2 per targeted student.</p> <p>4b. Number of incidences requiring a teacher will not exceed 5 per targeted student.</p>	<p>4a. Number of incidences requiring administration will not exceed 1 per targeted student.</p> <p>4b. Number of incidences requiring a teacher will not exceed 3 per targeted student.</p>	<p>3a. Number of incidences requiring administration will not exceed 1 per targeted student.</p> <p>3b. Number of incidences requiring a teacher will not exceed 3 per targeted student.</p>
<p>5. Percentage of English Learners reclassified by 5th grade.</p>	<p>5. 100% of English Learners are reclassified by the CELDT 5th grade.</p>	<p>5. 100% of English Learners are reclassified by the CELDT by 5th grade.</p>	<p>5. 100% of English Learners are reclassified by the ELPAC by 5th grade.</p>	<p>5. 100% of English Learners are reclassified by the ELPAC by 5th grade.</p>
<p>6. Next Generation Science Testing</p> <p>6a. Percentage of General Population meeting or exceeding the standard.</p> <p>6b. Percentage of Response to Intervention Population that increases their score by 50 points or more.</p>	<p>6a. Baseline percentage of General Population meeting or exceeding the standard to be determined by the field test.</p> <p>6b. Baseline percentage of Response To Intervention Population students increasing their score by 50 points to be determined by the field test.</p>	<p>6a. 70% of the General Population will meet or exceed the standard</p> <p>6b. 75% of Response To Intervention Population will increase their score by 50 points or more.</p>	<p>6a. 70% of the General Population will meet or exceed the standard</p> <p>6b. 75% of Response To Intervention Population will increase their score by 50 points or more.</p>	<p>6a. 75% of the General Population will meet or exceed the standard</p> <p>6b. 75% of Response To Intervention Population will increase their score by 50 points or more.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. Percentage of 5th and 7th grade students meeting the standard on the Physical Fitness Testing.	7. 80% of 5th and 7th grade students meet or exceed the standard on the Physical Fitness testing.	7. Maintain 80% of 5th and 7th grade students meeting or exceeding the standard on the Physical Fitness testing.	7. Maintain 80% of 5th and 7th grade students meeting or exceeding the standard on the Physical Fitness testing.	7. Maintain 80% of 5th and 7th grade students meeting or exceeding the standard on the Physical Fitness testing.
8. Gratton School District is a K-8 district. High School metrics are not included.	8. Gratton School District is a K-8 district. High School metrics are not included.	8. Gratton School District is a K-8 district. High School metrics are not included.	8. Gratton School District is a K-8 district. High School metrics are not included.	8. Gratton School District is a K-8 district. High School metrics are not included.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <ol style="list-style-type: none"> 1. Create a common list of assessments to be used kindergarten through eighth grade and frequency of administration 2. Create classroom assessment data sheet to review regularly for each general population and intervention student 3. Teachers will attend weekly departmental meetings to discuss: <ol style="list-style-type: none"> a. data sheets for general population and intervention students b. individual intervention plan 4. Conflict Management group will meet with the Resource Specialist for intervention. 5. School wide conflict management guidelines will be created and implemented in the classroom. 	<p>2018-19 Actions/Services</p> <ol style="list-style-type: none"> 1. Review and modify a common list of assessments to be used kindergarten through eighth grade and frequency of administration 2. Purchase data program to handle all scores collected from various sources on each student. 3. Teachers will attend weekly departmental meetings to discuss: <ol style="list-style-type: none"> a. individual student data b. individual intervention plan 4. Conflict Management group will meet with the Resource Specialist for intervention. 5. School wide conflict management guidelines will be taught and implemented in the classroom. 6. Behavior awards will be included in Honor Roll Assembly. 7. Move to all day kindergarten program. 	<p>2019-20 Actions/Services</p> <ol style="list-style-type: none"> 1. Review and modify a common list of assessments to be used kindergarten through eighth grade and frequency of administration 2. Review and modify academic data collected for each student. 3. Teachers will attend weekly departmental meetings to discuss: <ol style="list-style-type: none"> a. individual student data b. individual intervention plan 4. Conflict Management group will meet with the Resource Specialist for intervention. 5. School wide conflict management guidelines will be taught and implemented in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	600.00	600.00
Source	Base	Base	Base
Budget Reference	0000: Unrestricted	0000: Unrestricted	0000: Unrestricted

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$7,613

Percentage to Increase or Improve Services

1.73%

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).

All actions listed for Goal 2 are principally written to increase proficiency of English Learners and Low Income students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$11,631.00

Percentage to Increase or Improve Services

1.27%

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).

All actions listed for Goal 2 are principally written to increase proficiency of English Learners and Low Income students.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,200.00	1,600.00	2,200.00	2,200.00	2,200.00	6,600.00
Base	2,200.00	1,600.00	2,200.00	2,200.00	2,200.00	6,600.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,200.00	1,600.00	2,200.00	2,200.00	2,200.00	6,600.00
0000: Unrestricted	0.00	0.00	0.00	600.00	600.00	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	2,200.00	1,600.00	2,200.00	1,600.00	1,600.00	5,400.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,200.00	1,600.00	2,200.00	2,200.00	2,200.00	6,600.00
0000: Unrestricted	Base	0.00	0.00	0.00	600.00	600.00	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,200.00	1,600.00	2,200.00	1,600.00	1,600.00	5,400.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,200.00	1,600.00	2,200.00	1,600.00	1,600.00	5,400.00
Goal 2	0.00	0.00	0.00	600.00	600.00	1,200.00
Goal 3			0.00	0.00	0.00	0.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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