

# 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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Pleasant Valley Joint Union Elementary School District		
Contact Name and Title	Wendy Nielsen, Superintendent	Email and Phone	<a href="mailto:wnielsen@pleasant-valley-school.org">wnielsen@pleasant-valley-school.org</a> 805-467-3453

## 2017-20 Plan Summary

### THE STORY

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

Pleasant Valley School (PVS) serves students in kindergarten through 8th grade in a rural community northeast of Paso Robles. It is part of a single school district that extends through San Luis Obispo and Monterey Counties. Currently, there are ninety-six students enrolled at PVS. The student to teacher ratio averages 17:1. Teaching staff includes five full-time regular education teachers, one part-time special education teacher, a part-time speech therapist, seven instructional aides, and one library technician. The campus is situated on five acres (with an additional five unused acres to the south of the school) surrounded by vineyards. The rural setting lends itself to the agricultural programs offered by the school that includes a school garden.

The faculty and staff of PVS are highly qualified, caring professionals who promote a warm, safe, and family oriented atmosphere. They value pride in education and life-long learning. Each year, the school receives numerous inter-district transfer requests from parents who wish to have their students attend PVS but do not live in the district. Students are expected to rise to the high standards set by the faculty and staff. A rigorous curriculum, based on the California Common Core Standards is emphasized for all students and encompasses all areas of study. The small nature of the school many times results in combination/multi-grade classes. This class configuration demands that teachers differentiate for each student, thus creating an academic program that is catered to individual student needs.

The Professional Learning Community (PLC) and shared leadership are highly valued at PVS because of the positive impact on student learning. Students are released one hour early each Wednesday to allow teachers to meet in the PLC to evaluate assessments, assess student data, plan, and participate in ongoing professional development. Additionally, teachers participated in 4 work days (non-student contact days) focused on professional development, planning, and preparation. Teachers are released to

attend various workshops and observe other classrooms throughout the year.

Students come from various backgrounds and have different needs. Currently, PVS serves thirty English Learners (31% of school's population). Forty-three (43%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Thirteen students have IEPs. Eleven students receive Resource Program services, four receive speech services, and two receive speech services only. All students are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultation, pull out, and inclusion models such as the Resource Specialist Program (RSP). Instructional aides work in the classroom room daily in close collaboration with the classroom and RSP teacher. One EL instructional aide has been designated to give extra support to English Learners. Intervention strategies are delivered in in-class and pull-out models.

The Student Study Team (SST) process is used to identify students needing extra support. When students are identified as “at risk,” a Student Study Team meeting is held. Parties typically involved in the SST meeting are the classroom teacher, resource teacher, parent, administrator, and any other staff that could give valuable input to the SST. After faculty and staff have tried multiple interventions and have had ongoing communication with families with no satisfactory progress, the SST team meets to make further suggestions for intervention and may or may not suggest that a student be tested for special education services.

The surrounding community is supportive and active at Pleasant Valley School. Parents volunteer in the classrooms and at school functions. They are invited to participate in decisions and goal setting throughout the school year. They are encouraged to give their feedback on a yearly survey and a suggestion box is available in the office year-round. PASE (Parents Actively Supporting Education), the School Site Council (SSC), and the English Language Acquisition Committee (ELAC) meet regularly.

Family involvement is welcome and encouraged. Annually, students and their families enjoy a Fall Carnival, Thanksgiving Feast, Family Fun Run, Student Performances, Track and Field Day, School Pool Party, Open House and Science Night, and other fun family oriented events. Many of these events are organized by PASE and ELAC. The school also offers after-school enrichment classes to promote the arts, an after-school program, and a new computer lab, although technology is already a part of every classroom.

## LCAP HIGHLIGHTS

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

This year's LCAP continues with the work that was begun with the 2015-2016 LCAP. The district will continue to focus on academic achievement and school culture. To that end goals and action items have been created to:

1. ensure student access to all core content materials
2. begin the process of bringing in new Next Generation Science materials
3. ensured teachers continue with their professional development both on teaching strategies and on specific content materials
4. provide for additional staff both certificated and classified to minimize the ratio between staff and students
5. provide students with additional opportunities to master the standards and achieve academic success in afterschool programs
6. update the school's classroom technology in order to ensure student engagement and student access to the curriculum
7. continue with multiple means and communicating with parents
8. encourage and promote improved student attendance.

## REVIEW OF PERFORMANCE

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

The district has made three key improvements this year.

The first is that at the start of the 2016-2017 school year, all students in the third through eighth grade have access a one-to-one Chromebook in their classroom and the use of that Chromebook is well integrated into the daily and weekly lesson plans. This is especially helpful for low income families who do not have access for students to use computer skills at home. Every student in these grade levels is very familiar with how to keyboard, uses a variety of programs, sends and receives emails, and does more complex visual projects using a computer. This is a tremendous improvement over previous years. Students in the first and second grade level are also using our regular computer lab for many of the same projects at a more accelerated rate than they were in previous years.

The second area of major progress is in our follow up with student academic success. A more systematic approach towards ensuring that all students complete grade appropriate independent reading has been put in place. In addition, a twice a week afterschool homework club was put in place. It serves students in grades two through eight. Teachers and parents are very pleased with the results with those students who are regular attendees of this afterschool program. This program is especially popular with parents whose

## GREATEST PROGRESS

home language is a language other than English. They often feel that they cannot help their child with homework because they do not understand the language. This gives the student an additional person to get help from.

The last key improvement comes with a greater emphasis on writing. Beginning at the start of the school year, teachers received in-service training on the Step Up to Writing program. In conjunction with the one-to-one computers, all students at all grade levels engaged in much more complex and structured writing instruction. Though this is only the beginning of a process that will take more than a couple of years to show significant growth, early results are very promising. This year, all students have a general idea of the basic structure of a paragraph and/or a three to five paragraph essay.

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?

There are three key areas that are the district’s greatest need.

Student performance in English language arts is an area of need for most of the grade levels. The performance for fifth-graders, seventh-graders and eighth-graders on the last year’s SBAC were at or above state and county levels. However, for grades three, four, and six, performance achievements slightly dropped from the previous year and are lower than both state and county averages. Part of the reason for this drop was because the district did not have access to Common Core State Standards English language arts textbooks until the beginning of this current year. Teachers were attempting to use language arts books that were published in 2002, while augmenting the materials with activities and strategies to attempt to help students receive the rigor and instruction that they needed to be successful with the new Common Core State Standards. New English language arts textbooks and materials were purchased for the beginning of the 2017-2018 school year. Part of the benefits of the new textbooks are the supplemental material that help teachers to understand how to ensure additional rigor in their instruction.

The student performance in mathematics did improve school-wide by roughly 5% over the previous year due to the significant growth of the seventh and eighth graders. However, that performance was still significantly lower than it should be. Students in the third through sixth grade performed worse than they did on the previous SBAC.

## **GREATEST NEEDS**

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**

There are no subgroups at Pleasant Valley School that perform “two or more performance levels” below the “all student” performance. Because we are school of under 100 students, we have very few subgroups. However, if you consider the three main subgroups found in local districts, low income, English learner, and special education, there are still no performance gaps.

Based on the data from the 2015-2016 SBAC test, there was only one “subgroup” that had a difference of more than one level. That was in an eighth grade class of 18 students. The only special education student in that class scored 1 ½ levels lower than his class average in math. Generalizations made based on a single student do not constitute a performance gap.

**INCREASED OR IMPROVED SERVICES**

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

The district continues to utilize response to intervention and higher than state and county averages staff to student ratios to address the additional needs of low income, special education, and English language learners. There are no foster youth students enrolled at Pleasant Valley School.

**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	\$1,075,865
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$65,468

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.

This number also includes \$392,348 in certificated salaries, \$192,366 in classified salaries, \$179,744 in employee benefits and statutory payroll taxes. This number also includes \$67,718 for books and supplies, \$240,189 for services\operations and \$3,500 in outgoing transfers.

\$929,729	Total Projected LCFF Revenues for LCAP Year
-----------	---

# 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.

<h2>Goal 1</h2>	Improve and support student learning to close achievement gaps and ensure all students move to 9th grade level on track to graduate and to be college and career ready
---------------------	--

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

- 100% of teachers will be fully qualified and there will be no mis-assignments as documented in the SARC.
- Class sizes will remain under 24 students in grades K-3 as reported in the SARC.
- Students, including English learners, economically disadvantaged students, and students with IEPs, will improve scores on CAASPP by 5%, which will move the proficiency rate to 60.5% for ELA and 28% for mathematics.
- Increase percentage to 70% of students in Grades K-8 who show at least one year's growth in reading scores for each year in school as measured by the STAR, Running Records and district assessments.
- For ELs, continued growth on CELDT scores. 8% will move to the next English proficiency level as reported on the CELDT assessment results.

### ACTUAL

- 100% of the teachers at Pleasant Valley are fully qualified and there are mis-assignments as documented in the SARC report.
- All class sizes in kindergarten through third grade, including the 3-4 combo class, have fewer than 24 students as reported in the SARC report.
- Students, including English learners, economically disadvantaged students, and students with IEPs, did not improve scores on CAASPP in both English language arts and math. The proficiency rate for ELA dropped by 4% and the proficiency rate for mathematics increased by 4%.
- Growth in STAR reading did not meet the expectation. Overall performance on the STAR test decreased by 19%. Second through sixth graders' AR growth grew by 15%. However, the seventh and eighth graders performance decreased by 80% over the 2014-2015 school year.

- Increase EL students re-designated to FEP by 3%

- 54.2% of EL student moved to the next English proficiency level as reported on the CELDT assessment results.
- 3.5% of the EL students were re-designated during the 2016-2017 school 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

**PLANNED**

Need One:

Maintain safe, clean school facilities in accordance with Williams Requirements Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

The school's maintenance person continued to ensure the school facilities maintenance. SIPE funds were used to repair part the blacktop area. Next year, also using SIPE funds, the remainder of the play ground area blacktop will be repaired.

**BUDGETED**

\$0

**ESTIMATED ACTUAL**

\$0

Actions/Services

Expenditures


# 2

Actions/Services

Expenditures

A  
c  
t  
i  
o  
n

# 3

Actions/Services

**PLANNED**  
 Need Two:  
 Student access to core textbooks and other materials  
 Expenditures on adopted textbooks are made as needed to ensure access to core curriculum for all students  
 Purchase supplemental texts and consumables in alignment with California Common Core Standards.  
 Acquire California Standards materials with an emphasis on ELA and ELD pending approved SBE textbook

**ACTUAL**  
 Need Two:  
 Expenditures on adopted textbooks were made as needed to ensure access to core curriculum for all students  
 The district purchase supplemental texts and consumables in alignment with California Common Core Standards.  
 The district acquire California Standards materials with an emphasis on ELA and ELD pending approved SBE textbook

**BUDGETED**  
 \$25,000 (General Fund)

**ESTIMATED ACTUAL**  
 \$29,848.29

**PLANNED**  
 Need Three:  
 Continue to train staff, provide materials and implement California Common Core Standards, ELD

**ACTUAL**  
 Each of the K-6 teachers attended at least one training for the Wonders program. These trainings were hosted by the Atascadero and San Miguel school districts and there was no cost to the district.

standards and Next Generation Science Standards.  
 Conduct professional development opportunities with new ELA textbook adoption through the publisher and the County Office of Education TOSA  
 Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 8, in addition to the continued use of the computer lab and tablets in all grades.

The district contracted with the County Office of Education for training on implementing math standards. Six, half-day sessions occurred. We also contracted with the County Office of Education for a half day training on ELD standards and professional development. The third and fourth grade teacher, as a part of her Teacher Induction Program, visited a combo class in Atascadero to see how that experienced teacher integrated the Wonders program into a combo class. The seventh and eighth-grade teacher visited a neighboring school along with her mentor as a part of her TIP work. Additional training on use of the Chromebooks did not take place. However, during early-release Wednesday professional teacher meetings, teachers shared applications and activities that they had used successfully in their classrooms.

**BUDGETED**  
 \$2,500 (General Fund)

**ESTIMATED ACTUAL**  
 \$2,420.36

Expenditures

Action

4

Actions/Services

**PLANNED**  
 Need Four:  
 In K-4 there will be aides assigned to each classroom (3 total). In 5-8, 1 aide will be shared among 2 classrooms

Instructional aides have been assigned to work with students across the grade levels. In most cases, the instructional aides are shared between two or more grade levels.

**BUDGETED**  
 \$35,235 (General Fund)

**ESTIMATED ACTUAL**  
 The full \$35,235 has been encumbered to meet this expense. The total amount spent from all fund sources for instructional aides is \$71,464.25

Expenditures



Action

# 5

Actions/Services

**PLANNED**  
 Need Five:  
 Teachers will create and implement pacing guides for both ELA and math using the updated core textbooks

Coast Unified School District shared copies of their math adoption pacing guides. The Wonders textbooks, as do the math adoption textbooks, also come with recommended pacing guides. The Wonders guide is interactive and on line.

Expenditures

**BUDGETED**  
 \$0

**ESTIMATED ACTUAL**  
 \$0



Action

# 6

Actions/Services

**PLANNED**  
 Need Six:  
 Teachers and the administrator will create or locate benchmark assessments for mathematics and will continue to assess using the ELA benchmark assessments. The data from these assessments will be used to improve and modify lesson planning and provide data for response to intervention and small group instruction

**ACTUAL**  
 Benchmark assessments for both English language arts and math have been determined and scheduled. No funds were needed other than copying to meet this action item as we were able to use materials that are already available on campus and online. All students between grades three and eight, as a part of their benchmark assessments, accessed the practice state test and performance tasks at least twice during the school year.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$500	\$0



Action **7**

Actions/Services	<b>PLANNED</b> Need Seven: Teachers will continue with small group reading instruction to differential student learning. Continue to develop and revise an RTI model and intervention program during PLC time.	<b>ACTUAL</b> DIBELS assessments were given to students. Beginning with the third and fourth grade classes, a response to intervention model called "Walk to Learn" was implemented. Based on the information gathered from the DIBELS assessments students were placed in reading groups both in their classes and with the RSP teacher.
------------------	--	--

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$0	\$0



Action **8**

Actions/Services	<b>PLANNED</b> Need Seven and Eight: Provide after-school homework and tutoring help by a certificated teacher for students in Migrant Education and all other subgroup	<b>ACTUAL</b> Regularly, between 25 and 40 students stayed after school on Tuesdays and Thursdays (not including parent conference week) to receive additional help and time to work on their homework. The program was so successful that we added an instructional
------------------	---	---

	students in grades 2 through 8.	aide to help out. Other staff volunteers have also been helping as well as high school volunteers earning volunteer hours.
Expenditures	<b>BUDGETED</b> \$12,000 (Supplemental Grants) (Title 1 and Migrant Education)	<b>ESTIMATED ACTUAL</b> \$4,000

Action

9

Actions/Services	<b>PLANNED</b> Need Eight: Provide a two-week summer program for migrant education students	<b>ACTUAL</b> Two weeks of math instruction are scheduled and will take place the last two weeks of June.
Expenditures	<b>BUDGETED</b> \$2,000	<b>ESTIMATED ACTUAL</b> \$3,300

Action

10

Actions/Services	<b>PLANNED</b> Need Eight: Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County	<b>ACTUAL</b> A bilingual aide is in place. She works with students and their parents to help with English language acquisition.  We contracted with the County Office of Education for a half day training on ELD standards and professional development for teachers.
------------------	--	--

Office of Education ELD specialist

**BUDGETED**

\$3,000  
(Supplemental Grant)  
(Title III)

**ESTIMATED ACTUAL**

The full \$2,688 entitlement from Title III was used towards paying for this bilingual instructional aide.

Expenditures

Action

**11**

**PLANNED**

Need Seven and Eight:  
Class sizes will remain under 25 students in grades 4-8 in order to ensure the ability to provide individualized instruction for struggling and second language students.

**ACTUAL**

All classes at PVS have fewer than 25 students.

Actions/Services

**BUDGETED**

\$34,000  
(General Fund)

**ESTIMATED ACTUAL**

\$34,000

Expenditures

ANALYSIS

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

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

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

Except for the summer school program, all the above action and service items were put in place before the end of September. Items that were working very well, such as the afterschool homework club, were expanded during the school year. Based on the needs seen in implementing these goals, additional materials and services were put into place as listed below.

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

Because the goals were created after the 15-16 state tests were completed and before the results were reported, it is difficult to precisely indicate the overall effectiveness of the actions and services in our previous plan.

- The district did implement benchmark assessments throughout the school year. However, given that it was the first year that the English language arts assessments were used as they were connected to the new textbook adoption and because the previous year the district had not yet implemented math benchmark assessments, comparing the two years with specific data is not possible. Having said that, however, we can give feedback on the goals anecdotally and with some specific data.
- The first action item was to maintain a safe school and have qualified teachers. This is measured by the FIT report and by analysis of teachers’ qualifications. We were successful in both of these areas.
- The district was successful in purchasing state approved Common Core Standards based English language arts textbooks and math support materials.
- The teachers did receive several opportunities for professional development. While they felt some of the professional development, such as the Wonders training was very helpful, other in services such as with the math TOSA were only helpful at the beginning of the year and less so as the year progressed. They felt they would have gotten more if they could have been able to collaborate with peers at their same grade level in a meaningful way.
- The use of funds to provide aides and to ensure smaller class sizes with teachers was very effective in that the district has not demonstrate an achievement gap between its subgroups and its general population.
- Anecdotally from both parents and staff, the homework club was very successful for a number of students. Those students who did not use the time wisely were not as successful; however, for at least 25 to 30 students they were able to get homework done on time and make progress towards their reading goals.
- At the time of this writing, the summer program has not been put in place, so no specific feedback can be given about its effectiveness.
- Having a bilingual aide has helped to ensure that the students with she works are not significantly behind their classmates. Indeed, some of the students with which she works are at the same level as their classmates. Spanish speaking parents also reported very positively in the survey that they appreciated her continued communication about school and classroom issues.
- Because of a need to improve English language arts and math performance, the district augmented these goals to include implementing a school-wide rigorous writing program and the purchase of a highly regarded math program to supplement their regular classroom instruction. These two additions have shown to be effective. Student writing samples taken from the beginning of the year and the end of the year show tremendous growth. Working towards improving writing, however, is something that will need to be continued for several years before it can be shown to be a complete success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district received a \$5,000 donation from one of the local wineries, which enabled the district to purchase licenses for each of our student for ST Math. This increased the costs in this area. The teachers and the administrator were able to find free benchmark assessment and thus did not need to spend the money set aside for that purpose. In addition, the teachers took advantage of the state practice assessments through the CAASPP system for information. Despite expanding the staffing to cover the twice a week homework club, the cost of the program was significantly less than what was planned. The cost of the summer program was more expensive because we had to purchase curriculum that hadn't been in the original planning.

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 purchases to augment student learning in mathematics with the addition of ST Math were made after the school was given a donation to cover the cost of the program. Two additional sessions with the San Luis Obispo County Office of Education math TOSA were also included. The teachers also restructured the implementation of math curriculum. The RSP teacher taught the eighth-grade students four days a week, the seventh and eighth grade teacher taught the sixth and seventh graders math in a combo session because their standards were so similar, and the fifth-grade students remained with their teacher for math instruction because their standards were so different and their textbook was very different. This flexibility allowed math instruction to follow a more logical curriculum map. The third and fourth grade teacher also realigned the standards to better teach them at the same time in the same class. She augmented the third-grade materials with math materials from a different adoption the better to help students understand the concepts. As a part of the professional development for teachers, teachers were instructed on the Step Up to Writing program and all teachers implemented more structured and rigorous writing programs across all grade levels. The teachers and the principal met periodically to discuss progress towards implementing this writing program, and the teachers' evaluations were based in part on observations of writing lessons.

# Goal 2

Goal 2: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

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

1. Increase parent involvement at each school especially the need for input on the LCAP goals and outcomes and in other advisory committees such as School Site Council and ELAC by three to five parents on average per meeting.
2. Improve overall attendance rates (ADA) to 97%; improve chronic absenteeism rates or truancy rates to 2% (down from 4%); and improve unexcused and excused tardies rates to fewer than 400.
3. Continue to maintain low suspension and expulsion percentages (0%)
4. Continue to maintain a 0% student dropout rate
5. Continue to have a high percentage of graduating eighth graders go on to AVID and/or honors classes at PRHS. (72%)
6. The school will hold at least one enrichment assembly per trimester and students will take at least two field trips per school year.
7. The school will offer at least one to two sports opportunities both during lunch and after school each trimester.

### ACTUAL

1. Attendance at school meetings, with the exception of events that included student participation, continued to be very low. The district and the parent organization set up three different surveys over the course of the school year to gather information from parents. On all three surveys, parent responses were extremely low. For example, parent input when specific grade level parents were asked to attend multiple school meetings and/or respond in survey about a very controversial and important classroom restructuring issue was surprisingly low. Staff members or board members who are also parents made up the majority of those parents who participated in the meetings and on the survey. The district continued to send out multiple communications in order to try to involve parents, but their actual physical response was very limited.
2. The overall attendance rate stayed the same between the two school years. The overall number of tardies, in part because all teachers this year have being much more vigilant in keeping track of tardies, increased during the 2016-2017 school year. This goal will need to be continued. The number of chronically absent student increased from six to seven.
3. The suspension rate increased during the 2016-2017 school year

because the previous year there had been no suspensions but during this current year there was one.

4. No students dropped out of school
5. Of the nine students who are part of the promoting class of 2017, two students signed up for and were accepted into the AVID program. This was only 23% of the entire class.
6. The school had several enrichment assemblies during the school year. In October, Retro Bill visited. The local Cal Fire also visited in late October for a fire safety assembly. Zoo to You came in February. In March, the local Humane Society came and did a presentation. Students in grades five through eight also had an assembly with the County Sheriff's department on cyber safety, and the students in the first and second grade had an assembly from the County Sheriff's Department on 911 safety. There were also several field trips during the course of the school year. The third and fourth graders attended the Great Ag Day. The fifth through eighth graders attended a play at the PAC and went to a science day at Cal Poly. Students in first and second grade attended a concert of "Peter and the Wolf."
7. Students participated in three sports during the course of the school year. They were volleyball, basketball, and track.

**ACTIONS / SERVICES**

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

Action **1**

Actions/Services

**PLANNED**  
 Need One:  
 Increase communication with parents and increase opportunities for parental involvement in school events.  
 Communication with parents in both English and Spanish  
 will be provided through: newsletters, webpage,

**ACTUAL**  
 Beginning at the start of the school year an increased effort to get information out to parents was put into place. A mail merge email program was purchased and periodic emails with attachments are sent to all parents who have email addresses. All but five of the parents at PVS have email addresses. The information sent home in these emails is a duplicate of the flyers that are also sent home with students, but that sometimes do not make it into the hands of parents. The Aeries Parent Portal

Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.  
Provide stipend for bilingual help with communication

has been set up for all students between grades three and eight. Information on how to access this information was sent home to parents both as handouts and as emails. Teachers in grades one through eight use the Aeries program to produce grade and progress reports for parents.

Actions to maintain the district website and the Robo calls continued. This year the district facilitated the parent organization's efforts to also make sure that all of their communications that were in flyer form were also translated for parents. An instructional aid was given a stipend in order to ensure phone calls to parents could be made in their home language.

We also expanded our use of the Aeries SIS program. Parents in third through eighth grade had access to the Parent Portal where they could keep track of their child's progress. The teachers also used the email feature of this program to send regular emails to parents. We also expanded the standards based grading portion of the program for grades 1-8, thereby giving the parents more information and putting most of that information in their home language.

The district also expanded its presence in social media. Staff members maintained and updated the school's Facebook page to help get parents involved and informed.

**BUDGETED**

\$2,500 (General Fund)

**ESTIMATED ACTUAL**

\$ 2,000 - This includes the stipend for the bilingual aide, the cost of paper for the many flyers, and part of the cost for Aeries as we expanded to use the Parent Portal and standards based grading parts of the programs in our efforts to give parents more access to information.

Expenditures

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	<b>2</b>	<p><b>PLANNED</b></p> <p>Need Two:            Implement an attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program will include the following: Review goals established for attendance with teachers and measure our progress toward improved student attendance monthly as a regular faculty meeting topic. Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of student excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. Recognize staff and teachers monthly whose students are making a significant contribution toward achieving annual attendance goals. Recognize students and encourage exemplary on-time and daily attendance by trimester. Establish an auto dialer call for attendance. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.</p>	<p><b>ACTUAL</b></p> <p>The plan to implement an attendance improvement program ended up being smaller than originally conceived. Weekly incentives to have the best attendance rates included an announcement over the loudspeaker and a special “star” that was moved from room to room. Office staff also made a concerted effort to ask parents not to pull students from classes unless absolutely necessary. Information sheets about potential health risks, which included influenza, pinkeye, and lice, were sent home in both English and Spanish when deemed necessary. The school chose not to establish the auto dialer for attendance as we are very small and the personal phone call was deemed more important. However, at the beginning of the school year the district sent home attendance expectation letters to all parents, and the superintendent contacted parents whose children were in danger of being considered chronically absent. At the end of each trimester, the class with the best overall attendance rate had an ice cream pizza party and students with perfect attendance attended a pizza party.</p>
Actions/Services		<p><b>BUDGETED</b></p> <p>\$2,000 (General fund)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$500</p>
Expenditures			

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

### 3

Actions/Services

**PLANNED**  
 Need Six:  
 Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.

**ACTUAL**  
 The school had several enrichment assemblies during the school year. In October, Retro Bill visited. The local Cal Fire also visited in late October for a fire safety assembly. Zoo to You came in February. In March, the local Humane Society came and did a presentation. Students in grades five through eight also had an assembly with the County Sheriff's department on cyber safety, and the students in the first and second grade had an assembly from the County Sheriff's Department on 911 safety. There were also several field trips during the course of the school year. The third and fourth graders attended the Great Ag Day. The fifth through eighth graders attended a play at the PAC and went to a science day at Cal Poly. Students in first and second grade attended a concert of "Peter and the Wolf."

Expenditures

**BUDGETED**  
 \$2,500 (General Fund)

**ESTIMATED ACTUAL**  
 \$2,200

#### 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

### 4

Actions/Services

**PLANNED**  
 Need Seven:  
 Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events.

**ACTUAL**  
 Students participated in three sports during the course of the school year. They were volleyball, basketball, and track.

Expenditures

**BUDGETED**  
 \$3,000 (General Fund)

**ESTIMATED ACTUAL**  
 \$2,400

**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.

Plans are put into place to implement all of these services and action items before the start of the school year. The sports, assemblies, and field trips were primarily planned at the beginning of the year. However, additional opportunities for assemblies and field trips came up during the course of the year and teachers and the school followed up on them.

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

The district was very successful in implementing the communication goal. Though very few responses were made on the LCAP survey, all parents responded that they strongly approved of the culture and communication of the school. This response was duplicated anecdotally at school events and other meetings. The goal to improve attendance did not show significant growth. While on the one hand parents and students were aware of its importance, the actual attendance percentage did not increase. The school's ability to provide extracurricular opportunities for students was successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We ended up spending far less on improving attendance than what we had thought we would need. We only had three after school sports offerings this year due to the number of months of rainy weather, which limited the ability of students to practice and compete.

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

The only changes that were made to this goal were to take advantage of increased opportunities for field trips and assemblies. The district did make the decision not to establish Robo calls for attendance because we believed that the plan we had in place was working more effectively. We also did not expand the attendance incentive program because it, too, was being successful with the actions that we had put into place and we did not want to further take up valuable classroom time on this goal if it was not needed.

# 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?

Maintain school website

- Used to inform parents about school news, updates on committee meetings such as PASE, ELAC, and Site Council. Those three committees were involved in the LCAP process.
- Open office hours for LCAP input posted in January 2017.
- Student and Adult LCAP surveys were made accessible on the website in both English and Spanish beginning January 2017
- The School Accountability Report Card is linked to site. The report card contains quantitative data about student performance, teacher qualifications, textbook adoptions, and conditions of the facilities.

Two LCAP surveys were developed to encourage anonymous input for LCAP development- one for students grades 4-8 and one for adults (parents, community members, faculty, staff, board members). They were posted on the school website beginning in February. A handout and email were also sent to all families, staff, and board members with information about how to access the link to the adult survey. Teachers of students in grades 4-8 were asked to administer the student survey to all of their students. The adult survey was offered in both English and Spanish.

Announcements at two school events with significant parent involvement were also made. At the September 2016 Back-to-School Night and the May 2017 Open House school events, presentations about the LCAP and opportunities to provide specific feedback about school goals and use of LCFF funds were given.

The school regularly uses the district's automated phone system and email communication that is aligned with information provided on the website and reminders about upcoming school events and meetings.

On a weekly basis, letters, handouts, and flyers are sent home with students. These provide information to the parents about school events, educational issues in the state and important class information.

Faculty and Staff were asked for their input on the LCAP at staff meetings in March, April, and May.

School Site Council members developed and approved the Single Plan for Student Achievement (SPSA). Quantitative data about student academic

progress and performance was provided for the development of this plan. Areas of focus were academic achievement for all students in language arts and math and increased access to technology. School Site Council was educated about the LCAP process and asked for their input on the LCAP in September, November, February and May.

The ELAC committee was educated about the LCAP process and asked for their input on the LCAP in September, November, February and May.

PASE (Parents Actively Supporting Education) was informed of the LCAP process and progress toward meeting the goals in October 2016, February 2017, April 2017, and May 2017 and asked for their input.

In October 2016, January 2017, February 2017, March 2017 and May 2016-Information was provided about the LCFF and the LCAP at an open board meeting. The school's fiscal specialist was at the March 2017 meetings to answer questions. The meeting agendas are posted in the school office, on the website, and on the kiosk at the entrance of the school parking lot.

On May 24, 2017, a Public Hearing of the LCAP draft presented at regularly scheduled school board meeting. On June 14, 2017, the final draft of the LCAP was approved by the Board of Trustees.

In September 2016, October 2016, January 2017, March 2017, May 2017 and June 2017 the superintendent attended SLOCOE run LCAP training and feedback meetings.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

In order to encourage and facilitate more parent involvement when face-to-face meetings were not attended, this year we continued and expanded the effort to try to get feedback from parents in an online or paper and pen survey. An online survey was developed and posted in both English and Spanish on the school website for stakeholders to access at their leisure beginning in February 2017 through April 2017. Stakeholders were reminded of the survey in several ways- email, phone call, memos and at two school assemblies. A paper copy was also made available in the school office and parents were offered the use of computers in the school library. Six people responded, which was a significant drop from the previous two years. The number of responses was similar to two other surveys that were conducted by the school and the parent organization.

The same online survey offered to adult stakeholders was offered to students grades 4-8. The language for this survey was adjusted to be student friendly. The website continues to be regularly maintained, expanded and updated.

Automated phone system and email communication that is aligned with information provided on the website and reminders about upcoming school events and meetings. The district continues to inform parents about the LCFF, Pleasant Valley School's Strategic Plan, and of the opportunity to give input on the development of the LCAP.

The three-year Strategic Plan that was approved by the School board was used to guide LCAP focus and the process in the following target areas: academic performance, 21st-century skills, and facilities.

Staff from SLOCOE also provided professional development and coaching in math instructional strategies and lesson planning, English language learning instruction, close reading, text-dependent questions and vocabulary instruction.

Concern about poor scores on the CAASPP focused on the lack of professional development training opportunities for PVS teachers and staff. In addition, the lack of sufficient exposure to technology for students was addressed. Specifically, the lack of experience in taking high stakes assessments on-line using a computer. Parents also expressed concern about the transition to Common Core math. In order to address this need, a twice-weekly homework club where students received help with their math and other homework was implemented for grades two through eight. Between 25 and 40 students attended each session throughout the school year.

The ELAC committee was educated about the LCAP process and asked for their input on the LCAP in September, November, February and May. The ELAC parents continue to see the after-school opportunities for EL learners in order to address their academic needs in ELA and math as their first priority. They would also like the school to implement training session that would help them help their child at home with their studies.

At the start of the 2016-2017 school year, a result of parent concerns about student abilities to access the new Common Core math, the district hired a three hour a week certificated teacher to provide tutoring and homework help to the students in the second through eighth grade. Homework club is held twice a week after school. After a few weeks of participation, the addition of a part-time instructional aide was added to help with the large than expected student participation. The parents have been very happy with this program and have been clear in their recommendation that we continue with a homework club in the future.

As a result of no turnout for parent meetings, the LCAP meetings were held in conjunction with the parent organizations planning meetings for upcoming events. In this way, we were able to get more and better parent input.

Concerns over students abilities to access technology on a regular basis or addressed once the Internet connectivity issue was somewhat resolved. The district purchased 64 chrome books at the end of the 2015-2016 school year which were put into place for students in grades three through eight. Lessons for students in these grades integrated the Chromebooks into their lessons daily. This connectivity will improve exponentially next year once the BIIG grant completes its building of a microwave tower. This tower was to have been built in December of the 2015-2016 school year but was delayed due to red tape. The first two steps of the project have been constructed and the project is expected to be completed by the end of the 2016-2017 school year.

As a result of having attended several, in some cases, Google training camps and the expanded lesson possibilities that came with the 1:1 Chromebooks, the teachers expanded their use of Google Classroom and other online educational applications, which gave students expanded opportunities to use computers and technology on a regular basis in their classroom.

At the recommendation of the San Luis Obispo County Office of Education math TOSA, and with the generous donation of one of the local wineries, the school purchased licenses for a well-respected math software program call ST Math. Students in grades one through eight have been using the program on a weekly basis.

---

Inform parents about the LCFF, Pleasant Valley School's Plans (Strategic plan, SPSA, Safety, LCAP), and of the opportunity to give input on the development of the LCAP.

Parents are directed to the school website for information.

Survey results indicated: (6 respondents- 5 in English and 1 in Spanish)

-Continued interest in offering increased opportunities for enrichment both during the school day and after school.

-Parents, community members, staff, and faculty are satisfied with students' academic progress.

100% agreed that student are achieving

100% agreed that school provides high-quality education

84% agreed that school is preparing students for college or career

84% agreed that school is effectively implementing CCSS.

100% agreed that students are being prepared for high school

84% agreed that teachers are highly qualified

-Student engagement is acceptable

84% agreed that students look forward to school each day

100% agreed that students maintain high attendance rates

100% strongly agreed that school maintains a safe, positive environment

-Other areas considered:

100% agreed that there are adequate textbooks and supplies

100% agreed that school encourages parent involvement

100% agreed that parents have enough opportunities to take part in decision making

100% agreed that facilities were clean and in good repair

-Areas for improvement-

Increased opportunities for students to expand science, technology, and middle school electives, more advanced enrichment opportunities, expanded library offerings and college prep classes.

Student responses were similar to adult stakeholder responses. All students in grades three through eight participated in the survey. All questions pertaining to academic success, student engagement and safety were all in the 75-90% range of agreement. Students were interested in enrichment

opportunities, updated textbooks and school supplies and more books in the library, both fiction and nonfiction. In addition, students felt some of the classrooms and the playground could be cleaned and/or improved more often. Many commented that they would like to see their fellow student keep the bathrooms cleaner.

Staff identified a need for increased support for EL learners, the need for training in computer literacy and instructional strategies to improve in Common Core ELA and math. In addition, they pointed out that neighboring districts paid their teachers significantly more than the teachers at Pleasant Valley School. They feel that the district should look into increasing certificated salaries. They also pointed out the need to update the district's PE equipment and offerings in science. The need in science specifically focused on STEM science that would include materials and training. SPSA was used for the LCAP because Pleasant Valley Joint Unified Elementary School District is a single school district. Continued interest in offering increased opportunities for enrichment both during the school day and after school. Maintain student performance in the core areas of language arts and math. The staff also stated that they felt that some of the focus for future professional development should be amongst their peers. They felt that if they could develop curriculum maps for each of the grade levels that focused on the same strands of the Common Core Standards, they would be better able to collaborate and mentor each other to improve instruction and student learning.

# 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.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	Improve and support student learning to close achievement gaps and ensure all students move successfully to the next grade level.		

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

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

### Identified Need

Need 1: Provide highly-skilled teachers, safe clean facilities. Pleasant Valley School is a small school that does not have the resources to compete with the larger school districts when it comes to remuneration. This makes this need more challenging than it is for other schools in the county. (State Priority 1)

Need 2: Provide access to state adopted core textbooks and support materials. The current adoption for our science and social studies textbooks is quite old. The current science textbook was adopted in 2007. The lack of up-to-date science and social studies texts books is, in part, due to the tremendous expense to replace textbooks for the entire school. (State Priority 1)

Need 3: Provide more professional development to implement the California Standards and classroom technology. Unlike teachers in the larger school districts that can afford to bring in more professional development and whose teachers regularly work in grade level collaboration trainings, the teachers in Pleasant Valley do not have access to as much professional development and no two teachers typically teach the same grade. Indeed, most teachers teach combination classes due to the low ADA of the school. Classroom observation shows that teachers could benefit from additional professional development opportunities. (State Priorities 4

and 8)

Need 4: Maintain student to staff ratio that ensures small class sizes and intervention help to meet the needs of individual students. This is essential, especially due to the fact that almost every class is a combination classroom. (State Priorities 2 and 4)

Need 5: Improved CAASPP results. (ELA proficiency rate of 48.7% as measured by 2015-2016 CAASPP results. Math proficiency rate of 28.5.0% as measured by 2015-2016 CAASPP results.) . (State Priorities 2, 4, 7 and 8)

Need 6: EL students are not meeting proficiency in AMAO 3 for ELA. Based on the 2014-2015 CELDT test scores results, only 45.8% of the students who were in the 5 years or more cohort were assessed to be proficient. (State Priorities 4, 7 and 8)

Need 7: The classroom technology in most of the classrooms is failing and in need of replacement. This technology has become increasingly important to classroom instruction as it is an integral part of the new textbook adoptions and with the 1:1 Chromebooks utilized in the third through sixth-grade classrooms.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
William’s Uniform Complaints	No William’s Uniform Complaint Reports	No William’s Uniform Complaint Reports	No William’s Uniform Complaint Reports	No William’s Uniform Complaint Reports
Highly Qualified Teachers	100% of the teachers are highly qualified	100% of the teachers are highly qualified	100% of the teachers are highly qualified	100% of the teachers are highly qualified
CAASPP English Language Arts Results	Overall school performance of 45.8% proficient and/or advanced	Overall school performance of 50% proficient and/or advanced	Overall school performance of 53% proficient and/or advanced	Overall school performance of 55% proficient and/or advanced
CAASPP Mathematics Results	Overall school performance of 28.5% proficient and/or advanced	Overall school performance of 33% proficient and/or advanced	Overall school performance of 36% proficient and/or advanced	Overall school performance of 39% proficient and/or advanced
English Language Learner	54.2% of the students move up at least on band	56.5 of the students move up at least on band on the	58% of the students move up at least on band on the	59.5% of the students move up at least on band on the

Reclassification	on the CELDT assessment. 3% of the students reclassified	CELDT assessment. 6% of the students reclassified	CELDT assessment. 8% of the students reclassified	CELDT assessment. 10% of the students reclassified
CELDT	45.8% of the students who were in the 5 year or more cohort assessed to be proficient	48% of the students who were in the 5 year or more cohort assessed to be proficient	50% of the students who were in the 5 year or more cohort assessed to be proficient	52% of the students who were in the 5 year or more cohort assessed to be proficient
STAR Reading Assessment	Overall grown on STAR reading assessment is %0.9 months of growth	Overall grown on STAR reading assessment is %1.1 months of growth	Overall grown on STAR reading assessment is %1.2 months of growth	Overall grown on STAR reading assessment is %1.3 months of growth

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**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 Unduplicated Student Group(s)  Schoolwide **OR**  Limited to

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input 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
Maintain safe, clean school facilities in accordance with Williams Requirements  Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.	Maintain safe, clean school facilities in accordance with Williams Requirements  Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.	Maintain safe, clean school facilities in accordance with Williams Requirements  Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing

		facilities as needed.
--	--	-----------------------

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

**Action 2**

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 spans: _____ <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade _____

**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 Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____ <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade _____

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New    Modified    Unchanged

New    Modified    Unchanged

New    Modified    Unchanged

Purchase supplemental texts and consumables in alignment with California Common Core Standards.

Acquire California Standards materials with an emphasis on math and science (including the garden and life science materials)

Purchase supplemental texts and consumables in alignment with California Common Core Standards.

Acquire California Standards materials with an emphasis on math, physical education, and science

Purchase supplemental texts and consumables in alignment with California Common Core Standards.

Acquire California Standards materials with an emphasis on math, physical education, social studies, and science

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$10,000
Source	General Fund (LCAP)
Budget Reference	01-0000-0-4100-1110-1000-991-0000-0000

Amount	\$10,000
Source	General Fund
Budget Reference	01-0000-0-4100-1110-1000-991-0000-0000

Amount	\$10,000
Source	General Fund
Budget Reference	01-0000-0-4100-1110-1000-991-0000-0000

Action **3**

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 spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

**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 Unduplicated Student Group(s)
	<input type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> New <input 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
<p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with new ELA textbook adoption through the publisher and the County Office of Education TOSA’s and neighboring school districts</p> <p>Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 6, in addition to the continued use of the computer lab and tablets in all</p>	<p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with the County Office of Education TOSA’s and neighboring school districts</p> <p>Provide additional training is use of technology in the classroom to ensure a</p>	<p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with the County Office of Education TOSA’s and neighboring school districts.</p>

grades.

Provide training on implementation of the Next Generation Science Standards

Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

smooth integration of the 1:1 Chromebooks in grades 3 through 6, in addition to the continued use of the computer lab and tablets in all grades.

Provide training on implementation of new science textbooks and standards.

Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 8, in addition to the continued use of the computer lab and tablets in all grades.

Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	General Fund (LCAP)	Source	General Fund	Source	General Fund
Budget Reference	01-0000-0-5800-1110-1000-991-0000-0000	Budget Reference	01-0000-0-5800-1110-1000-991-0000-0000	Budget Reference	01-0000-0-5800-1110-1000-991-0000-0000

Action **4**

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

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

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**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 Unduplicated Student Group(s)     Schoolwide    **OR**     Limited to

Location(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input 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
In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.	In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.	In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$29,603	Amount: \$29,000	Amount: \$30,000
Source: General Fund (LCAP)	Source: General Fund	Source: General Fund
Budget Reference: 01-0000-0-2100-1110-1000-991-0000-0000	Budget Reference: 01-0000-0-2100-1110-1000-991-0000-0000	Budget Reference: 01-0000-0-2100-1110-1000-991-0000-0000

Action **5**

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

Students to be Served

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

Location(s)

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

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 Unduplicated Student Group(s)     Schoolwide    **OR**     Limited to

Location(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input 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
Teachers will continue with small group reading instruction to differentiate student learning.  Continue to develop and revise an RTI model and intervention program during PLC time	Teachers will continue with small group reading instruction to differentiate student learning.  Continue to develop and revise an RTI model and intervention program during PLC time	Teachers will continue with small group reading instruction to differentiate student learning.  Continue to develop and revise an RTI model and intervention program during PLC time

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount    \$0	Amount    \$0	Amount    \$0
Source    N/A	Source    N/A	Source    N/A

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

## Action 6

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

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

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

**2018-19**

New  Modified  Unchanged

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

**2019-20**

New  Modified  Unchanged

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$5,000

Source REAP

**2018-19**

Amount \$5,500

Source REAP

**2019-20**

Amount \$6,000

Source Title I and REAP

Budget Reference

01-5810-0-2100-1110-1000-053-0000-0000  
01-5810-0-1100-1100-1000-053-0000-0000

Budget Reference

01-5810-0-2100-1110-1000-053-0000-0000  
01-5810-0-1100-1100-1000-053-0000-0000

Budget Reference

01-5810-0-2100-1110-1000-053-0000-0000  
01-5810-0-1100-1100-1000-053-0000-0000

## Action 7

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

[Students to be Served](#)

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

[Location\(s\)](#)

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

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

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

## [ACTIONS/SERVICES](#)

### 2017-18

New  Modified  Unchanged

Provide bilingual aide to support students to acquire English language development.

Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist

### 2018-19

New  Modified  Unchanged

Provide bilingual aide to support students to acquire English language development.

Provide integrated and designated ELD strategies to teachers during

### 2019-20

New  Modified  Unchanged

Provide bilingual aide to support students to acquire English language development.

Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of

	staff development days by San Luis Obispo County Office of Education ELD specialist	Education ELD specialist
--	---	--------------------------

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,500	Amount: \$2,500	Amount: \$2,500
Source: Title III	Source: Title III	Source: Title III
Budget Reference: 01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000	Budget Reference: 01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000	Budget Reference: 01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000

Action **8**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Class sizes will remain under 25 students in grades 4-6 in order to ensure the ability to provide individualized instruction for struggling and second language students and to maintain the lack of achievement gap for student subgroups.

Class sizes will remain under 25 students in grades 4-6 in order to ensure the ability to provide individualized instruction for struggling and second language students and to maintain the lack of achievement gap for student subgroups.

Class sizes will remain under 25 students in grades 4-6 in order to ensure the ability to provide individualized instruction for struggling and second language students and to maintain the lack of achievement gap for student subgroups.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$13,030
Source	General Fund (LCAP)
Budget Reference	01-0000-0-1100-1110-1000-991-0000-0000

Amount	\$13,800
Source	General Fund (LCAP)
Budget Reference	01-0000-0-1100-1110-1000-991-0000-0000

Amount	\$14,000
Source	General Fund (LCAP)
Budget Reference	01-0000-0-1100-1110-1000-991-0000-0000

Action **9**

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:

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input 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
Update and replace classroom projectors and document cameras as needed.  Mount the projectors on the ceiling or wall for classroom safety sake	Maintain existing equipment including Chromebooks and classroom technology and replace elements when needed.	Update and replace classroom projectors, document cameras, library and office technology, and Chromebooks as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b>    \$7,500</p>	<p><b>Amount</b>    \$2,000</p>	<p><b>Amount</b>    \$4,000</p>
<p><b>Source</b>    REAP (\$2,164) and General Funds (\$5,336)</p>	<p><b>Source</b>    REAP and General Funds</p>	<p><b>Source</b>    REAP and General Funds</p>
<p><b>Budget Reference</b>    01-0000-0-4400-1214-1000-000-0000-0000 01-5810-0-4400-1214-1000-000-0000-0000</p>	<p><b>Budget Reference</b>    01-0000-0-4400-1214-1000-000-0000-0000 01-5810-0-4400-1214-1000-000-0000-0000</p>	<p><b>Budget Reference</b>    01-0000-0-4400-1214-1000-000-0000-0000 01-5810-0-4400-1214-1000-000-0000-0000</p>

New

Modified

Unchanged

## Goal 2

Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Need 1: Few to no parents (0 to 3 on average) attend school planning meetings that are not connected to a holiday or other enrichment events. This makes it difficult to gain stakeholder input on important school decisions. (State Priority 3)

Need 2: Thus far through the first week of May for the 2016-2017 school year, the school attendance rate was 95.1% and could be improved; seven students were chronically absent and are, thus, limited in their access to the learning; The number of unexcused excused tardies is 749. In addition, there are a high number of parents picking up their child early at the end of the day. Increased attendance will improve student outcomes. (State Priority 5)

Need 3: Need to continue to maintain a less than 1% suspension and 0% expulsion rate. This will help to maintain the safe school environment as well as improve student achievement. (State Priority 6)

Need 4: Continue to continue to maintain a 0% dropout rate, which improves the students' chances of earning a high school diploma in a regular high school setting. (State Priority 6)

Need 5: Students need enrichment opportunities during the school day, at assemblies, and after-school in order to increase student engagement and improve school culture and climate. (State Priority 6 and 8)

Need 6: Students need during school and after school sports opportunities in order to increase student engagement and improve school culture and climate. (State Priority 6 and 8)

PLEASE NOTE

Pleasant Valley Joint Union Elementary School District is a K-8 district

The following metrics do not apply

\*High School dropout rate

\*High School graduation Rate

\*Graduates completing UC/CSU requirements

\*AP Exam Results

\*College Board Online Reports

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parent who attend a meeting to discuss student academic and school programming	Zero to three parents attend meetings	Three to six parents attend meetings	Six to nine parents attend meetings	Nine to twelve parents attend meetings
Student Attendance	95.1% attendance	96% attendance	96.1% attendance	96.2% attendance

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input 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
<p>Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p>	<p>Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish</p>	<p>Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish will be provided through newsletters, web page,</p>

Provide stipend for bilingual help with communication	<p>will be provided through newsletters, web page,</p> <p>Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p> <p>Provide stipend for bilingual help with communication</p>	<p>Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p> <p>Provide stipend for bilingual help with communication</p>
---	---	--

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20	
Amount	\$3,500	Amount	\$3,600
Source	General Fund (LCAP)	Source	General Fund
Budget Reference	01-0000-0-2100-4760-1000-991-0000-0000 01-0000-0-5922-0000-2700-991-0000-0000 01-0000-0-5822-1110-2700-991-0000-0000	Budget Reference	01-0000-0-2100-4760-1000-991-0000-0000 01-0000-0-5922-0000-2700-991-0000-0000 01-0000-0-5822-1110-2700-991-0000-0000

Action **2**

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

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

Location(s)

All schools spans: \_\_\_\_\_

Specific Schools: \_\_\_\_\_

Specific Grade

**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 spans: \_\_\_\_\_

Specific Schools: \_\_\_\_\_

Specific Grade

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:

Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.

Recognize students and encourage exemplary on-time and daily attendance by trimester.

Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.

**2018-19**

New  Modified  Unchanged

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:

Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and

**2019-20**

New  Modified  Unchanged

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:

Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.

Recognize students and encourage exemplary on-time and daily attendance by

	<p>unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.</p> <p>Recognize students and encourage exemplary on-time and daily attendance by trimester.</p> <p>Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.</p>	<p>trimester.</p> <p>Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.</p>
--	--	---

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	General Fund (LCAP)	Source	General Fund (LCAP)	Source	General Fund (LCAP)
Budget Reference	01-0000-0-4300-0000-2700-991-0000-8000	Budget Reference	01-0000-0-4300-0000-2700-991-0000-8000	Budget Reference	01-0000-0-4300-0000-2700-991-0000-8000

Action **3**

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

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

Location(s)     All schools spans: \_\_\_\_\_     Specific Schools: \_\_\_\_\_     Specific Grade \_\_\_\_\_

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 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
Continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.	Continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.	Continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,500	Amount: \$2,500	Amount: \$2,500
Source: General Fund (LCAP)	Source: General Fund (LCAP)	Source: General Fund (LCAP)

Budget Reference

01-0000-0-5861-1110-1000-991-0000-0000  
01-0000-0-5800-8500-5000-991-0000-0000

Budget Reference

01-0000-0-5861-1110-1000-991-0000-0000  
01-0000-0-5800-8500-5000-991-0000-0000

Budget Reference

01-0000-0-5861-1110-1000-991-0000-0000  
01-0000-0-5800-8500-5000-991-0000-0000

Action **4**

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

Students to be Served

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

Location(s)

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events.

**2018-19**

New  Modified  Unchanged

Continue to provide students with many sports opportunities by hiring

**2019-20**

New  Modified  Unchanged

Continue to provide students with many sports opportunities by hiring coaches and

Update outdated physical education equipment	coaches and providing transportation to sporting events.  Update outdated physical education equipment	providing transportation to sporting events.  Update outdated physical education equipment
--	--	--

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	General Fund (LCAP)	Source	General Fund (LCAP)	Source	General Fund (LCAP)
Budget Reference	01-0000-0-4300-1721-1000-991-0000-0000 01-0000-0-2250-1110-4200-991-0000-0000	Budget Reference	01-0000-0-4300-1721-1000-991-0000-0000 01-0000-0-2250-1110-4200-991-0000-0000	Budget Reference	01-0000-0-4300-1721-1000-991-0000-0000 01-0000-0-2250-1110-4200-991-0000-0000

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 65,468

Percentage to Increase or Improve Services:

9.72 %

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](#)).

The district is demonstrating increased and improved services for unduplicated students. Without these increases in funds we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third grade class, the student to staff ratio is 24:1. In a typical fourth through eighth grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through eighth grade of 10:1 for most of the school day. This ensures that all students, including English language learners, low income students and special needs students receive a quality and often very individual educational program. This higher staff to student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated students group typically need more one-to-one support than their peers. The aides enable that support to be implemented in the classroom at the same time the teacher is implementing her instruction. In addition, the teachers and the instructional aides have received professional development to help meet the individual needs of the students. The teachers worked with the county EL specialist to help understand and implement designated and integrated English language learning. Instructional aides also received professional development on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues.

Students that struggle in school are more willing to persevere when they have the benefit of something they really love to look forward to during their school day. The various sports and enrichment opportunities provided by the school help to create a school culture that gives all students a place to be successful and therefore more engaged.

If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been effective.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 58,800

Percentage to Increase or Improve Services:

9.38%

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](#)).

The district is demonstrating increased and improved services for unduplicated students. Without these increases in funds we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third grade class, the student to staff ratio is 24:1. In a typical fourth through eighth grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through eighth grade of 10:1 for most of the school day. This ensures that all students, including English language learners, low income students and special needs students receive a quality and often very individual educational program. This higher staff to student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated students group typically need more one-to-one support than their peers. The aides enable that support to be implemented in the classroom at the same time the teacher is implementing her instruction. In addition, the teachers and the instructional aides have received professional development to help meet the individual needs of the students. The teachers worked with the county EL specialist to help understand and implement designated and integrated English language learning. Instructional aides also received professional development on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues.

Students that struggle in school are more willing to persevere when they have the benefit of something they really love to look forward to during their school day. The various sports and enrichment opportunities provided by the school help to create a school culture that gives all students a place to be successful and therefore more engaged.

If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been effective.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 60,100

Percentage to Increase or Improve Services:

9.48%

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](#)).

The district is demonstrating increased and improved services for unduplicated students. Without these increases in funds we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third grade class, the student to staff ratio is 24:1. In a typical fourth through eighth grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through eighth grade of 10:1 for most of the school day. This ensures that all students, including English language learners, low income students and special needs students receive a quality and often very individual educational program. This higher staff to student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated students group typically need more one-to-one support than their peers. The aides enable that support to be implemented in the classroom at the same time the teacher is implementing her instruction. In addition, the teachers and the instructional aides have received professional development to help meet the individual needs of the students. The teachers worked with the county EL specialist to help understand and implement designated and integrated English language learning. Instructional aides also received professional development on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues.

Students that struggle in school are more willing to persevere when they have the benefit of something they really love to look forward to during their school day. The various sports and enrichment opportunities provided by the school help to create a school culture that gives all students a place to be successful and therefore more engaged.

If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been effective.

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

## [Plan Summary](#)

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

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

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

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

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

## [Budget Summary](#)

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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. A 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?