

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Round Valley Joint Elementary School District		
Contact Name and Title	Karen Marshall Superintendent/ Principal	Email and Phone	kmarshall@rv.k12.ca.us 760-387-2525

2017-20 Plan Summary

THE STORY

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

Round Valley Joint Elementary School District has a long history in this rural community located outside Bishop and nestled in the Eastern Sierra. The school was originally established in 1871 to support mining families that had to live out of town. The rich traditions and culture of a small school have been valued by the community over its history. Round Valley is a TK-8th grade school with a average population of 143 students supported by nine teachers, four instructional aides, and five support staff members. The school is a Basic Aide school that also receives funding through the School District of Choice model which allows parents to chose an inter-district transfer. 50% of our student population travels over 11 miles to attend this well respected school. The school's demographics reflect 88% White, 8% Native American, 1.35% Asian, and 2.03% Pacific Islander; 17% are of Hispanic origin. Sixteen students receive specialized services through an IEP. 37% of the total population are socioeconomically disadvantaged. 4.2% of our students are English Language Learners.

Students are served by highly qualified teachers and instructional aides. The school has purchased the latest adoptions in math and ELA which include intervention materials and materials designed to support English Language Learners. Students are regularly assessed and analyzed data identifies where support is needed, including support for unduplicated students. One to one technology has been purchased to support all students in all grade levels. With the increase in students identified with disabilities, a part time Resource Specialist is being sought to support this demographic group.

LCAP HIGHLIGHTS

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

The 2017-2018 LCAP goals focus on grade level proficiency, improving and maintaining a positive learning environment, and improving facilities to maintain an enriched and safe learning environment.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The greatest progress made is indicated by the growth on the SBAC assessments and on our school based DIBELS reading assessments. In 2015 the ELA percent standard not met was 24% compared to the 19% standard not met in 2016. In math we had 22% standard not met in 2015 compared to 16% standard not met in 2016. Additionally, our ELA % exceeding standard when from 18% to 30% and our math % exceeding standard went from 26% to 32%. Because our subgroups are so small, these percentages reflect school wide growth. Our school climate is improved and is measured by the reduction of middle school transfers and the increase of interdistrict transfer requests. We have also implemented many after school programs to counter elective offerings at neighboring schools that were drawing our students away. Playground safety was improved with the addition of wood chips and additional yard duty coverage. Our kitchen and some classroom sink areas were improved with resurfacing and paint. Our after school program offered healthy cooking classes. We will continue to purchase state adopted material as it becomes available in History/Social Studies and in Science.

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

GREATEST NEEDS

The school's dashboard shows a high suspension rate of 4.8%. This reflects the suspension of 12 students and is from the 2013-14 school year. In the 2016-17 school year, 10 students out of 143 were suspended. Our CAASPP data shows that our Socioeconomically Disadvantaged subgroup is scoring significantly lower in Language Arts than all students (21.4 points below level 3 for SED students, as compared to 26.2 points above level 3 for all students). This corresponds to ongoing formative assessment data. In response to this need, we will be seeking to hire a part-time Resource teacher to work with both Special Education and low performing students. We will be realigning how our paraprofessionals spend their time in response to identified student 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?

There are no performance gaps in the district.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

Due to the size of our district, the dashboard does not give information that reflects the performance of the district's subgroups. To support lower performing students in all subgroups, we will reallocate paraprofessional time, acquire additional intervention materials, and recruit a Resource Specialist. Teachers will focus attention in the classroom environment on the percent of students that are "approaching standard". Due to the size of the district, all intervention and support programs are district wide and support all students.

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	\$1,546,709
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$160,644.00

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

Teacher, staff, and administrator salary and benefits account for nearly 79% of the district’s general fund expenditures (roughly \$ 1.2 million). Other key expenditures include general overhead, transportation, maintenance, and contributions to special education and cafeteria (roughly \$339,579).

\$1,314,312

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Maintain grade level proficiency in the core content areas. Core content refers to courses in ELA, math, history, & science. A student is proficient when they perform at grade level based on local and state assessments.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Monitor and maintain proficiency levels for all students and achieve state priority goals as summarized and numbered: (cross referenced in Actions/Services)

- 1A: teachers are appropriately assigned and credentialed
- 1B students have sufficient access to instructional materials
- 1C school facilities are maintained in good repair
- 2A implementation of adopted academic content and performance standards
- 2B enable ELL to access ELD standards and make progress
- 3A seek parent input for decision making
- 3B promote parent participation for unduplicated students
- 3C promote parent participation for students with special needs
- 4A pupil achievement is measured by statewide assessments
- 4B pupil achievement is measure by CAASPP
- 4C pupils completing CSU entrance requirements (District has no high school so N/A)
- 4D ELL pupil achievement is measured by CELDT
- 4E English learner reclassification rate
- 4F pupils who have passed AP exams with 3 or higher (District has no high school so N/A)
- 4G pupils assessed for college readiness (District has no high school so N/A)
- 5A student engagement is addresses through student attendance rates, chronic absenteeism rates and middle school dropout rates

There is a 0% middle school dropout rate. The district has no high school so rates are N/A.)

ACTUAL

- 1A: All teachers except one are appropriately assigned and credentialed.
- 1B, 100% of students had access to instructional materials
- 1C: The FIT report rating for school facilities was GOOD.
- 2a: 100% of teachers used standards-aligned district-adopted materials, except in Science -- we have not yet fully implemented the NGSS
- 2b: 100% of teachers who serve ELLs used standards-based materials and ELD support materials to meet ELL's needs
- 3a/b/c: 47/143 parents responded to the survey
- 4A: ELA - All students scored 26.2 points above level 3
- Math: All students scored 27.5 points above level 3
- 4B: API is not longer reported
- 4D: not reportable due to low numbers
- 4E: no students reclassified
- 5A: The school had a 94.2 attendance rate. We had a 2% Chronic absenteeism rate created by 3 students.
- 6A: Administered Healthy Kids and local surveys
- 7A/B/C: All pupils received instruction in accordance with Ed Code 51210 and Ed Code 51220
- 8: 64 % of students at benchmark in reading in DIBELS

6A school climate is measured by pupil suspension rates, pupil expulsion rates, and use of stakeholder surveys
 7A students have a broad course of study which provides programs and services to unduplicated students and students with special needs
 8A addresses student outcomes for courses under section 51210 and 51220, as applicable

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. 1A</p>	<p>ACTUAL All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. 1A</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$558,280 2000-2999: Classified Personnel Salaries Supplemental \$29,168</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 623,740 2000-2999: Classified Personnel Salaries Supplemental and Concentration 36,823</p>
Action	2	
Actions/Services	<p>PLANNED Teachers and para- educators at the elementary level to address the needs of all students with emphasis on English Language Learners and Special Needs students utilizing test results from CELDT, DIBELS, special education assessments and others. 2A, 2B, 4A, & 7A</p>	<p>ACTUAL Teachers and para- educators at the elementary level addressed the needs of all students with emphasis on English Language Learners and Special Needs students utilizing test results from CELDT, DIBELS, special education assessments and others. 2A, 2B, 4A, & 7A</p>
Expenditures	<p>BUDGETED No additional expenses 1000-1999: Certificated Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL No additional expenses. 1000-1999: Certificated Personnel Salaries Base</p>

No additional expenses 2000-2999: Classified Personnel Salaries Supplemental

No additional expenses. 2000-2999: Classified Personnel Salaries Supplemental and Concentration

Action **3**

Actions/Services

PLANNED
Professional development for implementation of the CA state standards.
2A, 2B

ACTUAL
Staff attended multiple professional development sessions for the new ELA adoption. Teachers have attended conference style training for math.

Expenditures

BUDGETED
5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$6850

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,475
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 260

Action **4**

Actions/Services

PLANNED
Purchase instructional materials align to the CA state standards.
1B
2B

ACTUAL
Completed purchase of ELA adopted materials in grade K-8. Also purchased new math materials in 7-8 grade.

Expenditures

BUDGETED
4000-4999: Books And Supplies Common Core Standards Implementation Funds \$10,000

ESTIMATED ACTUAL
4000-4999: Books And Supplies Base 3,612

Action **5**

Actions/Services

PLANNED
Monitor progress using benchmark assessments through a combination of state and individual site assessments. Monitor attendance, a success indicator, using SchoolLoop Attendance system (including suspensions and expulsions).
4A, 4B, 5A, 6A, 8

ACTUAL
Completed regular unit testing in curriculum; completed 3 benchmark assessments in reading; Transitioned to Schoolwise Student Info System and can more easily track attendance and discipline actions. Increased the communication with families regarding excessive absences and the effects.

Expenditures

BUDGETED
Schoolwise & DIBELS 5800: Professional/Consulting Services And Operating Expenditures Base \$5,900

ESTIMATED ACTUAL
5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,828

Action **6**

<p>Actions/Services</p>	<p>PLANNED Maintain web based portal for stakeholder access to progress information 3A, 3B, 3C</p>	<p>ACTUAL Transition to Schoolwise Info System has improved parent access to grades, assignments, and progress. Teachers have also implemented an App called Remind to improve school to home communication.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>	<p>ESTIMATED ACTUAL Schoolwise costs accounted for in action 5, Remind app free. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED The district will utilize counseling staff to assist with social and emotional needs of the students and families. The district will focus on improving the perception of a safe school environment. 6A</p>	<p>ACTUAL The district takes advantage of multiple resources including Psy services, NorthStar Counseling, a behavioral specialist and positive character programs. We have held multiple positive assemblies, and have had Wild Iris present to classrooms. We continue to reward students for appropriate behaviors.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Special Education \$23,318 5800: Professional/Consulting Services And Operating Expenditures Special Education \$8000 5000-5999: Services And Other Operating Expenditures Base \$2000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Special Education 26,625 No cost for Psych and NorthStar Counseling at this time. 5800: Professional/Consulting Services And Operating Expenditures Special Education 0.00 No costs at this time. 5000-5999: Services And Other Operating Expenditures Base 0.00</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED To facilitate on line one on one computing, more technology infrastructure and equipment may be purchased. 3A, 3B, 3C</p>	<p>ACTUAL We completely replaced all one to one computers in 3-8th grade with Chromebooks. We adopted a computer home loan program to support students without technology at home.</p>
<p>Expenditures</p>	<p>BUDGETED No additional expenses 4000-4999: Books And Supplies Common Core Standards Implementation Funds</p>	<p>ESTIMATED ACTUAL \$26,264 total reimbursed \$20,000 via Step Foundation. 4000-4999: Books And Supplies Base 6,264 4000-4999: Books And Supplies Other 20,000</p>

ANALYSIS

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

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

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

The district adopted updated Common Core Math and ELA curriculum K-8 and is in a holding pattern awaiting science adoption. We have supplemented science material to provide STEAM kits for classroom transition to new standards. The K-8 teachers are making use of digital resources for instruction and assessment to further drive instruction. The adopted intervention materials were implemented by classroom teachers and by instructional aides in pull-out situations. The school continues to enjoy improving scores on the SBAC assessments.

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

Although the implementation of a new adoption is formidable, there are still resources that have not been fully implemented. We have made good use of the digital curriculum and of the intervention materials that were included with both the math and ELA adoption. Our absent rate, though small, was not effected by increased literature on the effects of high absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Instructional staff had new hires and work assignments adjusted resulting in a higher estimated actual than budgeted. Professional Development is estimated to be lower by approximately \$1,100. Textbooks costs were lower than anticipated as new Science curriculum is not available as of 16/17. Common Goal/Teacherease was eliminated this year resulting in a savings. Psych services and NorthStar counseling this year do not have costs associated with them at this time. (There may have a cost for NorthStar but not available at time of LCAP.) Increase in technology equipment as new Chromebooks were purchased for 3th-8th grade.

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.

All metrics for this goal have been modified to be more measurable. A few metrics and action steps were moved from Goal 1 to Goal 2 where they were more applicable. The change made to this goal is to combine 2016-2017 goal one and two as there was too much redundancy between the goals. The funding was applied to goal one and goal two showed the duplication of the funding, which was confusing. All the actions were duplicated as well. We will see future goal one continue into the future years.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Close the achievement gap for the district's lowest performing subgroups.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Monitor and maintain proficiency levels for all students and achieve state priority goals as summarized and numbered: (cross referenced in Actions/Services)

- 1A: teachers are appropriately assigned and credentialed
- 1B students have sufficient access to instructional materials
- 1C school facilities are maintained in good repair
- 2A implementation of adopted academic content and performance standards
- 2B enable ELL to access ELD standards and make progress
- 4A pupil achievement is measured by statewide assessments
- 4B pupil achievement is measure by Academic Performance Index (API)
- 4C pupils completing CSU entrance requirements (District has no high school so N/A)
- 4D ELL pupil achievement is measured by CELDT
- 4E English learner reclassification rate
- 4F pupils who have passed AP exams with 3 or higher (District has no high school so N/A)
- 4G pupils assessed for college readiness (District has no high school so N/A)
- 6A school climate is measured by pupil suspension rates, pupil expulsion rates, and use of stakeholder surveys
- 7A students have a broad course of study which provides programs and services to unduplicated students and students with special needs

ACTUAL

Actual data is reflected in Goal #1. The metrics were duplicated in Goal 2.

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.

<p>Action 1</p>	<p>PLANNED Intervention teachers and para- educators at the elementary level to address the needs of all students with emphasis on Reading intervention. 1A, 1B</p>	<p>ACTUAL Implemented Orton Gillingham intervention program in classroom setting. Pull out intervention made use of differentiated materials in new ELA and math adoption.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental \$12,191 2000-2999: Classified Personnel Salaries Supplemental \$29,168</p>	<p>ESTIMATED ACTUAL Invention Teacher and aides. 1000-1999: Certificated Personnel Salaries Federal Funds 28,466 \$36,823-Accounted for in Goal 1 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0.00</p>
<p>Action 2</p>	<p>PLANNED Professional development for implementation of the CA state standards. 2A, 2B</p>	<p>ACTUAL Attended multiple professional development sessions for new adopted curriculum provided by the County Office of Ed in conjunction with the publishers.</p>
<p>Expenditures</p>	<p>BUDGETED \$6,850- Accounted for in Goal 1 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds</p>	<p>ESTIMATED ACTUAL \$260.00- Accounted for in Goal 1 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 \$5,475-Accounted for in Goal 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>
<p>Action 3</p>	<p>PLANNED Purchase instructional materials align to the CA state standards focusing in math. 1B, 2A</p>	<p>ACTUAL Purchased instructional materials that align to the CA state standards in ELA and math.</p>

	BUDGETED \$10,000- Accounted for in Goal 1 4000-4999: Books And Supplies Common Core Standards Implementation Funds	ESTIMATED ACTUAL \$3,612-Accounted for in Goal 1 4000-4999: Books And Supplies Base 0
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Action **4**

Actions/Services	PLANNED Monitor progress using benchmark assessments through a combination of district data monitoring and individual site assessments. Monitor attendance, a success indicator utilizing School Loop Attendance system (including suspension and expulsion data.) 4A, 4B, 6A, 8	ACTUAL Completed regular unit testing in curriculum; completed 3 benchmark assessments in reading; Transitioned to Schoolwise Student Info System and can more easily track attendance and discipline actions. Increased the communication with families regarding excessive absences and the effects.
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Expenditures	BUDGETED Schoolwise & DIBELS (Amplify) \$5900-Accounted for in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Base	ESTIMATED ACTUAL \$3,828 -Accounted for in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00
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Action **5**

Actions/Services	PLANNED The district will utilize counseling staff to assist with social and emotional needs of the students and families. 6A	ACTUAL The district takes advantage of multiple resources including Psy services, NorthStar Counseling, a behavioral specialist and positive character programs. We have held multiple positive assemblies, and have had Wild Iris present to classrooms. We continue to reward students for appropriate behaviors.
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Expenditures	BUDGETED \$23,318-Accounted for in Goal 1 1000-1999: Certificated Personnel Salaries Special Education \$8,000-Accounted for in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Special Education \$2,000-Accounted for in Goal 1 5000-5999: Services And Other Operating Expenditures Base	ESTIMATED ACTUAL \$26,625- Accounted for in Goal 1 1000-1999: Certificated Personnel Salaries Special Education 0.00 No cost for Psych and NorthStar Counseling at this time. 5800: Professional/Consulting Services And Operating Expenditures Special Education 0.00 No costs at this time. 5800: Professional/Consulting Services And Operating Expenditures Base 0.00
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Action **6**

Actions/Services	PLANNED To facilitate online one-to-one computing more technology infrastructure and equipment may be purchased.	ACTUAL We completely replaced all one to one computers in 3-8th grade with Chromebooks. We adopted a computer home loan
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	1A	program to provide technology to those that did not have at home.
Expenditures	<p>BUDGETED \$5,000-Accounted for in Goal 1 4000-4999: Books And Supplies Common Core Standards Implementation Funds</p>	<p>ESTIMATED ACTUAL \$26,264- all ready accounted for in Goal 1 4000-4999: Books And Supplies Base 0.00 4000-4999: Books And Supplies Other 0.00</p>

Action **7**

Actions/Services	<p>PLANNED All school district instructional staff are highly qualified as required by federal and state statute and have credentials and authorizations to work with ELL and students with special needs. 1A</p>	<p>ACTUAL All teachers remain highly qualified and continue professional development.</p>
Expenditures	<p>BUDGETED No additional expenses 1000-1999: Certificated Personnel Salaries Base No additional expenses 2000-2999: Classified Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL No additional expenses 1000-1999: Certificated Personnel Salaries Base 0.00 No additional expenses 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0.00</p>

Action **8**

Actions/Services	<p>PLANNED Offer Transitional kindergarten at the elementary school to address the needs of learners who are low income, ELL & foster youth. 7A</p>	<p>ACTUAL We operate a TK classroom that supports all subgroups.</p>
Expenditures	<p>BUDGETED \$10,180 1000-1999: Certificated Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL 1 TK student at this time- pro-rated teacher salary. 1000-1999: Certificated Personnel Salaries Base 4,811</p>

ANALYSIS

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

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

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

Because our subgroups are too small, there is no measurable data to analyse these groups using LCFF data. The data does show the desired improvement overall which includes the subgroups. This is the reason this goal is being combined with goal 1 as all actions are similar and seem duplicated.

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

The actions have been effective in that overall improvement has been shown. The District is in the green on the five by five dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased intervention aide hours to accommodate needs of District resulting in an increase of \$16,275. TK enrollment lower than projected/budgeted resulting in a decrease of \$5,869. All other material differences have been addressed and accounted for in action 1.

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 change is to incorporate this goal into goal 1 due to the inability to track data in this small subgroup and with the duplication of funds to achieve both goals.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Improve perception of school safety and maintain positive learning environment. Reduce middle school attrition rate by providing varied electives and GATE courses.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Improve positive school atmosphere by reducing the perception of or actual bullying on campus and achieve state priority goals as summarized and numbered: (cross referenced in Actions/Services)
 5A student engagement is addresses through student attendance rates, chronic absenteeism rates and middle school dropout rates (There is a 0% middle school dropout rate. The district has no high school so rates are N/A.)
 6A school climate is measured by pupil suspension rates, pupil expulsion rates, and use of stakeholder surveys
 6A Maintain middle school enrollment numbers.

ACTUAL

5A Student attendance rate is 94.2 % grades K-8. Chronic absenteeism is 2% and is attributed to three students. There are no middle school drop outs and the district has no high school. 6A The suspension rate is 6.1% reflecting a total of 10 suspensions involving 7 students. There was one expulsion. 6A Middle school attendance has increased in the 16-17 school year by 7 students, a 25% increase.

ACTIONS / SERVICES

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

Action **1**
 Actions/Services

PLANNED

ACTUAL

Expenditures	<p>Increase positive responses on parent and student surveys. Improve survey methods to get more parent participation. 6A</p>	<p>Survey done for staff, parents, and students electronically for the first time. Getting improved response (47%) and much more targeted data.</p>
	<p>BUDGETED Google Forms, text messaging, etc. 5000-5999: Services And Other Operating Expenditures Base \$1000</p>	<p>ESTIMATED ACTUAL No expenses all surveys were free services. 5000-5999: Services And Other Operating Expenditures Base 0.00</p>

Action **2**

Actions/Services	<p>PLANNED The district will utilize counseling staff to assist with social and emotional needs of the students and families. The district will focus on improving the perception of a safe school environment. 5A, 6A</p>	<p>ACTUAL Several families were supported through our North Star Counseling service. We utilized district support services to provide specialized counseling for at risk students, and made use of the district psychologist to deliver whole class positive support groups. Additionally, Wild Iris has come to the school to do presentations on anti bullying.</p>
Expenditures	<p>BUDGETED \$23,318- Accounted for in Goal 1 1000-1999: Certificated Personnel Salaries Special Education \$8,000- Accounted for in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Special Education \$2,000-Accounted for in Goal 1 5000-5999: Services And Other Operating Expenditures Base</p>	<p>ESTIMATED ACTUAL \$26,625-Accounted for in Goal 1. 1000-1999: Certificated Personnel Salaries Special Education 0.00 No cost for Psych and NorthStar Counseling at this time. 5800: Professional/Consulting Services And Operating Expenditures Special Education 0.00 No costs at this time. 5000-5999: Services And Other Operating Expenditures Base 0.00</p>

Action **3**

Actions/Services	<p>PLANNED Increase staff training on behavior management and anti bullying . Create a peer mediation team to respond to student bullying. 6A</p>	<p>ACTUAL Staff attended PBIS training course and inservices on school climate and Restorative Justice.</p>
Expenditures	<p>BUDGETED Wild Iris Organization, Peer Mediation Stipend 1000-1999: Certificated Personnel Salaries Base \$500</p>	<p>ESTIMATED ACTUAL 1 day teacher in-service day March on PBIS, school climate, and Restorative Justice. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,838</p>

ANALYSIS

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

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

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

This goal was achieved. We implemented an electronic parent, teacher and student survey which improved our response rate to 47% parents, 100% teachers, and 98% students. The responses were more targeted and provided great parent and student input which will be incorporated into future goals. The district utilized multiple resources to provide support to classrooms, families and individual students. Resources included school psy, school counselor, behavioral specialist, Wild Iris Crisis Center, Northstar Counseling, and classroom intervention classes. Staff attended two trainings specifically targeted at PBIS and Restorative Justice. A peer mediation group was attempted but did not work well due to the small number of students in our population.

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

The actions were effective in achieving the goal. The survey was made by Google Surveys and will be easily modified for future use. The survey was made to be less generic and more specific to the concerns of our school, so parent input was targeted. For example, it was thought that our playground equipment was quite outdated, but our survey showed that parents were not as concerned about updating equipment over improving enrichment programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent and student surveys were implemented utilizing free services resulting in a decrease of 100% of budgeted costs. Staff training increased approximately \$1,337 due to all teachers attending training. All other material differences have been account for in action 1.

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.

There are no changes to the goal overall. Parent responses will drive future goals in 2017-2018.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Improve playground facilities to encourage interactive play, exploration, and science based learning. Improve safety with matting material.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Reduction in playground misbehavior as students are engaged in cooperative play.
 1B students have sufficient access to instructional materials
 1C school facilities are maintained in good repair
 2A implementation of adopted academic content and performance standards
 2B enable ELL to access ELD standards and make progress
 4A pupil achievement is measured by statewide assessments
 5A student engagement is addresses through student attendance rates, chronic absenteeism rates and middle school dropout rates (There is a 0% middle school dropout rate. The district has no high school so rates are N/A.)
 6A school climate is measured by pupil suspension rates, pupil expulsion rates, and use of stakeholder surveys
 7A students have a broad course of study which provides programs and services to unduplicated students and students with special needs

ACTUAL

Although there are still cases of misbehavior on the playground, several new pieces of mobile play equipment have made for periods of increased cooperative play. We are deciding on new primary equipment which will be installed in the summer months. 90 square yards of wood chips were added to the play areas this 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**

<p>Actions/Services</p>	<p>PLANNED Build a water table to promote interactive and cooperative play. 1B 1C,2A, 2B Increase safety by adding wood chips to play area. 1C</p>	<p>ACTUAL Water table idea is being reconsidered. Wood chips that provide a soft fall zone were installed at the beginning of the year. A climbing wall or other equipment is being looked into for installation requirements.</p>
<p>Expenditures</p>	<p>BUDGETED Volunteer & Adopt-A School Program 5000-5999: Services And Other Operating Expenditures \$4000</p>	<p>ESTIMATED ACTUAL Wood Chips 4000-4999: Books And Supplies Base \$2,774</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Small steps were taken with the budget constraints to improve the playground. Wood chips were installed and refreshed over the school year. However, this goal will be continued as additional budget sources have been made available. A climbing wall is being considered depending on installation constraints. Additionally, a covered picnic area is being priced out and bids will be gathered to see if the facility can be afforded.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The playground has been made safer with the addition of wood chips. Additional "engineering equipment" has improved interactive play among primary grade children. Simple measures such as tug of war ropes and jump ropes and yo-yos have been added to the ball room equipment list. With the exception of the wood chips, all improvements have been donated.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Not implementing the water table resulted in a savings of \$1,226.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No changes were made to the goal but it is being modified next year to continue to improve playground equipment.</p>

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5

Improve kitchen facilities to improve sanitation and to increase healthy choices in cooking and elective classes.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Receive passing inspection from the State Health Agency.

ACTUAL

We received a passing inspection from the State Health Agency.

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
Upgrade kitchen counter tops and classroom sink areas. 1C, 5A,

ACTUAL
Kitchen counters and classroom sink areas have been replaced with new seamless laminate to improve cleaning and sanitation.

BUDGETED
Facilities Maintenance 6000-6999: Capital Outlay Base \$6000

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Other 3,608

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.

Kitchen and classroom areas did receive the upgrade in laminate counter tops. After school elective classes were implemented in baking, creative cooking, arts, bouldering, homework club and pep squad. Funding for these programs came from an outside source.

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

The installation of the new counter tops in the kitchen allowed us to receive a passing inspection. The after school electives have been well received by parents and students alike. Student surveys indicated the desire for music and drama offerings as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Project costs was less than budgeted resulting in a savings of approximately \$2,392.

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.

This goal has been completed with satisfaction.

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?

From January 2014 thru the present, RVJESD has engaged in multiple activities to gain input from all the relevant stakeholders regarding the district's current strengths and needs. Multiple stakeholder meetings discussed the LCAP and ongoing budget expenditures including Board Meetings, PTO meetings, STEP Foundation meetings, staff meetings and Site Council meetings. To ensure stakeholder engagement, multiple meetings and inputs were used to seek distributed input. Round Valley School District has no bargaining units. All of these attempts were about gathering additional feedback/information from our key stakeholders who were consulted on what actions we needed to take and conditions that needed to be put in place to substantially improve our student academic outcomes.

As a small school, we have great parent participation in the classrooms but because parents are on campus so often, they tend not to attend formal meetings in the evenings. However, they do provide input to the classroom teacher and the principal when issues or desires come up. The School Site Council has been revitalized with a new group of parents involved and this has been the ground floor for input to the LCAP. This year we did develop an electronic teacher, parent, and student survey and got much improved responses to more targeted and relevant questions. Teacher surveys had 100% completion rate; parent surveys had a 31% completion rate; student surveys have not been completed as of this date.

Meeting dates:

Jan 16-18, 2016 LCAP retreat
 Apr 5, 2016 Parent meeting
 May 15, 2016 LCAP posted for review
 May 27, 2016 LCAP at Board meeting
 Nov 28, 2016 LCFF /LCAP budget review
 Dec 2016 Site Council
 Feb 2017 Teacher Survey
 March 2017 Parent Survey
 May 2017 Board Posting
 June 2017 Board Adoption

IMPACT ON LCAP AND ANNUAL UPDATE

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

The most valuable consultation was the electronic parent and student survey. These provided important information from a wider range of stakeholders and was much easier to analyse. A future goal will be made to improve after school offerings and facility improvements based on these surveys. Access to the online CAASPP Summary Report made academic data easily accessible to stakeholders.

- Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP.

The draft LCAP presentation and updated iterations were posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were reviewed and used to build the LCAP. The parent survey and staff survey gave the best information on trends and desires. Community input focused on student engagement, creating a positive learning environment, and academic achievement. More specifically :

1. Implementation of Common Core Standards.
2. Professional Development related to California Core Standards, English Language Arts/English Language Development (ELA/ELD) and Next Generation Science Standards (NGSS).
3. Increase “real-world application” in all classrooms.
4. More Academic Vocab. Instruct. for English Language Learners.
5. A "feel safe" environment where students feel non threatened and feel free to voice opinions and take risks academically and emotionally.
6. More targeted professional development in safety procedures.
- 7 More and varied enrichment programs.

Academic standards are measured by the Smarter Balances Assessments taken by 3rd - 8th grades students. We met the 95% participation rate. The results for these assessments are for 2015-16 school year are:

English Language Arts	Mathematics
19% standards not met	16% standards not met
23% standards nearly met	28% standards nearly met
27% standards met	25% standards met
30% standards exceeded	32% standards exceeded

Each scoring category improved in both ELA and in Math.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Gain and maintain grade level proficiency in ELA and math. A student is proficient when they score at "standard met" on the SBAC assessment..

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

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

[Identified Need](#)

Analysis of SBAC data and student classroom achievement shows that there is room for improvement to get more students up to "standard met" on SBAC. Classroom performance does indicate a small percent of failing grades on report cards in 4th - 8th grades.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA scores, points above level 3 (4A)	26 points above	31 points above	36 points above	41 points above
CAASPP Math scores, points above level 3 (4A)	27.5 points above	31.5 points above	36.5 points above	41.5 points above
Benchmark Testing, ELA and Math (8)	Establishing baseline in 2017-18	Dependent on assessment results	Dependent on assessment results	Dependent on assessment results
DIBELS assessments (8)	24% far below grade level reading	20% far below grade level reading	15% far below grade level reading	10% far below grade level reading
% of students having access to instructional materials as evidenced by Williams Report (1B)	100%	100%	100%	100%
% of teachers using adopted standards-aligned materials, including materials that provide extra support and access to the ELD standards for EL students,	100%	100%	100%	100%

as evidenced by classroom observations (2A&B)				
EL progress indicator / reclassification rate (4 D& E)	NA due to low numbers	NA due to low numbers	NA due to low numbers	NA due to low numbers
% of appropriately assigned and fully credentialed teachers (1A)	90%	100%	100%	100%
% of students, including students with disabilities and unduplicated pupils, having access to a broad course of study, as evidenced by SchoolWise reports (7A,B,C)	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide Professional development for implementation of CA state standards.(2A, 2B) so that all school district instructional staff remain highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.
(1A)

Provide Professional development for implementation of CA state standards (2A, 2B) so that all school district instructional staff remain highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.
(1A)

Provide Professional development for implementation of CA state standards (2A, 2B) so that all school district instructional staff remain highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.
(1A)

BUDGETED EXPENDITURES

2017-18

Amount	2500.
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional development costs
Amount	2,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development costs
Amount	36,823
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	7000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers- Inservice Days

2018-19

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional development costs
Amount	2,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development costs
Amount	36,823
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	7000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers- Inservice Days

2019-20

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional development costs
Amount	2,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development costs
Amount	36,823
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	7000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers- Inservice Days

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Administer assessments in math and ELA to establish benchmarks for student growth towards meeting standards

2018-19

New Modified Unchanged

Maintain

2019-20

New Modified Unchanged

Maintain

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
No additional costs-within the teachers work hours

2018-19

Amount 0.00

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
No additional costs-within the teachers work hours

2019-20

Amount 0.00

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
No additional costs-within the teachers work hours

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

After reviewing data, principal will realign instructional aides to support low performing and unduplicated students.

2018-19

New Modified Unchanged

After reviewing data, principal will realign instructional aides to support low performing and unduplicated students.

2019-20

New Modified Unchanged

After reviewing data, principal will realign instructional aides to support low performing and unduplicated students.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase supplemental instructional materials aligned to the CA state standards.
1B, 2B

2018-19

New Modified Unchanged

Purchase instructional materials align to the CA state standards as textbooks become available in history / social science.
1B, 2B

2019-20

New Modified Unchanged

Purchase instructional materials align to the CA state standards as textbooks become available in science.
1B, 2B

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor progress using benchmark assessments through a combination of state and individual site assessments (DIBELS).

2018-19

New Modified Unchanged

Monitor progress using benchmark assessments through a combination of state and individual site assessments (DIBELS).

2019-20

New Modified Unchanged

Monitor progress using benchmark assessments through a combination of state and individual site assessments (DIBELS).

BUDGETED EXPENDITURES

2017-18

Amount 4,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Schoolwise & DIBELS

2018-19

Amount 4,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Schoolwise & DIBELS

2019-20

Amount 4,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Schoolwise & DIBELS

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

Maintain web based portal to make information access to stakeholders accessible.
3A, 3B, 3C

2018-19

New Modified Unchanged

Maintain web based portal to make information access to stakeholders accessible.
3A, 3B, 3C

2019-20

New Modified Unchanged

Maintain web based portal to make information access to stakeholders accessible.
3A, 3B, 3C

BUDGETED EXPENDITURES

2017-18

Amount	0.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Already accounted for in Action 5

2018-19

Amount	0.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Already accounted for in Action 5

2019-20

Amount	0.00
Source	Supplemental and Concentration
Budget Reference	Already accounted for in Action 5

Action 7

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

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

OR

ACTIONS/SERVICES

	<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
	In PLCs, teachers analyze benchmark assessment data to identify areas of focus for improvement	In PLCs, teachers analyze benchmark assessment data to identify areas of focus for improvement

BUDGETED EXPENDITURES

Amount	\$0	Amount	\$0	Amount	\$0
Budget Reference		Budget Reference	Part of current staff PLC time	Budget Reference	Part of current staff PLC time

Action **8**

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

OR

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

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

ACTIONS/SERVICES

2017-18 <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2018-19 <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	2019-20 <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Provide extra support for students whose assessment data shows that they are performing below baseline / target

Provide extra support for students whose assessment data shows that they are performing below baseline / target

Provide extra support for students whose assessment data shows that they are performing below baseline / target

BUDGETED EXPENDITURES

2017-18

Amount	32,734
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	34,252
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	35,823
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Improve and maintain positive learning environment. Reduce middle school attrition rate by providing varied electives.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

2015 Healthy Start Student surveys conveyed a perception unsafe school atmosphere for 30% of middle school students. Students move to town school in middle school to access more sports, electives, and for social interaction. We need to fulfill those needs at this school. 2017 Healthy Kids survey could not be utilized due to less than 10 students taking survey. Local student surveys indicate that students want more electives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students reporting positive attitudes about school safety and connectedness on student survey (6C)	2/48 students reported that they didn't feel safe at school.	95% positive with 0 responses about feeling unsafe at school	Maintain 95% positive with 0 responses about feeling unsafe at school	Maintain 95% positive with 0 responses about feeling unsafe at school
Middle School enrollment numbers	27 students in 2015-16	31 students	33 students	maintain
% students served through after school programs	15% of our students	15%	18%	19%
5A Attendance Rate	94.2%	95%	96%	96%
5B Chronic Absenteeism	2%	under 2%	under 2%	under 2%
6A Suspension Rate	4.8%	Under 3%	2%	1%
6B Expulsion Rate	1%	0%	0%	0%

6C % of students, teachers and parents who took local surveys and rated school safety and connectedness at 3 or above	77%	80%	82%	85%
3A, B, C: % of parents, including parents of unduplicated pupils and pupils with special needs who provide input and feedback in response to school to home communications	33%	35%	37%	40%
5C Middle school drop out rate	0%	0%	0%	0%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase positive responses on student surveys by improving school climate and learning environment. 6A. Continue some after school enrichment offerings.

Research funding sources for after school / enrichment offerings.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Source Base

Budget Reference Surveys- Google Forms, text messaging, etc.

Amount 14,000

Source Other

Budget Reference 1000-1999: Certificated Personnel Salaries
Afterschool program

2018-19

Amount 0.00

Source

Budget Reference TBD

Amount

Source

Budget Reference

2019-20

Amount 0.00

Source

Budget Reference TBD

Amount

Source

Budget Reference

Action 2

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide in-school counseling services and referrals to community programs for students and families need support

2018-19

New Modified Unchanged

Provide in-school counseling services and referrals to community programs for students and families need support

2019-20

New Modified Unchanged

Provide in-school counseling services and referrals to community programs for students and families need support

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries \$33,254 Accounted for in Goal 1

Amount 0.00

Source Special Education

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures \$14,000-Accounted for in Goal 1

2018-19

Amount 0.00

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries \$34,784-Accounted for in Goal 1

Amount 0.00

Source Special Education

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures \$14,000-Accounted for in Goal 1

2019-20

Amount 0.00

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries \$35,823- Accounted for in Goal 1

Amount 0.000

Source Special Education

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures \$14,000-Accounted for in Goal 1

Action **3**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase staff training on behavior management and anti bullying. Staff trained in restorative justice techniques. 6A

2018-19

New Modified Unchanged

Increase staff training on behavior management and anti bullying and creating a positive learning environment. 6A

2019-20

New Modified Unchanged

Continue staff training on behavior management and anti bullying and creating a positive learning environment.

BUDGETED EXPENDITURES

2017-18

Amount	2500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Wild Iris Organization, other community resources, professional workshops and other training for instructional staff.

2018-19

Amount	3,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Wild Iris Organization, other community resources, professional workshops and other training for instructional staff.

2019-20

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Wild Iris Organization, other community resources, professional workshops and other training for instructional staff.

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor attendance using Schoolwise Student Information System, including suspension and expulsion data.

2018-19

New Modified Unchanged

Monitor attendance using Schoolwise Student Information System, including suspension and expulsion data.

2019-20

New Modified Unchanged

Monitor attendance using Schoolwise Student Information System, including suspension and expulsion data.

BUDGETED EXPENDITURES

2017-18

Amount	\$2587
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Administrative assistant's time to monitor attendance data

2018-19

Amount	\$2632
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Administrative assistant's time to monitor attendance data

2019-20

Amount	\$2677
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Administrative assistant's time to monitor attendance data

Action 5

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

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

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Improve facilities to maintain an enriched and safe learning environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Play equipment is outdated and does not encourage interactive play. Roof is leaking with increased weather conditions. Flooding of classroom due to poor drainage. Outdoor eating area needs improvement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1C: Williams report, FIT rating	Good	Good or exemplary	Good or exemplary	Good or exemplary

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase and install primary playground equipment. 1B, 2A,2B,	Continue with replacement of outdated equipment on playground. 1B,2A&B	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 20,000 Source: Other Budget Reference: 6000-6999: Capital Outlay Install new playground equipment utilizing one-time grant money from ICSOS.	Amount: 10,000 Source: Base Budget Reference: 6000-6999: Capital Outlay Continue replacement of playground equipment.	Amount: 0.00 Source: Budget Reference:

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Repair French drain to improve drainage behind primary building.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1,000	Amount:	Amount: 0.00
Source: Other	Source:	Source:
Budget Reference: 1000-1999: Certificated Personnel Salaries Salary for maintenance to repair french drain.	Budget Reference:	Budget Reference:
Amount: 500.00	Amount:	Amount:
Source: Other	Source:	Source:
Budget Reference: 4000-4999: Books And Supplies Supplies for repair of french drain.	Budget Reference:	Budget Reference:

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged New Modified Unchanged New Modified Unchanged

Repair roof leaks. Replace ceiling tiles and paint.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	30,000	Amount		Amount	
Source	Other	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Repair roof.	Budget Reference		Budget Reference	

Action **4**

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

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

OR

ACTIONS/SERVICES

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
	Purchase and install covered eating areas and outdoor classroom.	

BUDGETED EXPENDITURES

Amount		Amount	25,000	Amount	
Source		Source	Other	Source	
Budget Reference		Budget Reference	6000-6999: Capital Outlay	Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$36,663

Percentage to Increase or Improve Services: 6.76%

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](#)).

Round Valley is a small school with a 30% unduplicated pupil count. All funds are being expended on a school-wide basis while also principally targeting unduplicated pupils as described in our LCAP. We use the funds to provide instructional aides for support for students who are struggling academically, including unduplicated pupils, in general education classrooms. We will increase the resources available to students by purchasing supplemental resources aligned to the state standards. To the extent possible, RVJUSD uses the research-based RtI model, assessing students' academic progress on a regular basis using DIBELS, benchmark assessments, and curriculum-embedded assessments. Student data is used to identify students needing additional support, including Special Education and unduplicated pupils. Expending funds to benefit and support all students through the RtI process will not only help those unduplicated pupils but the school as a whole, allowing all students access to additional instruction and instructional materials.

A Response to Intervention approach has been shown to be effective in supporting students to be successful in both academics and in social-emotional growth. This is also a model that can be applied to a very small district such as ours in which funding for special programs is very limited. Round Valley's paraprofessionals and a new part-time Resource teacher will work individually with students in response to their identified areas of need. One-on-one support has been shown to be effective in improving student outcomes.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?