Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Moreland School District is located in San Jose, California. Currently, we have four elementary schools, two K-8, one middle school, one fee-based preschool, one state preschool, and an independent study program. Our district serves approximately 4,900 students with a student population is comprised of 31% Hispanic, 29% Asian, and 25% Caucasian students. 26% of students are English Learners (ELs). The data used to develop the LCAP includes key achievement data, such as district benchmarks and Smarter Balanced Assessment Consortium (SBAC), which were disaggregated by subgroup, and CELDT, suspension rate, and attendance rate.

District Mission:

Moreland School District is a caring learning partnership of students, parents, staff and community. Through innovative and exemplary educational practices, we will empower all students with knowledge, skills, and critical thinking abilities, to become contributing and responsible members of a global society.

Our Core Beliefs:

To realize this mission, we must be clear that progress and success means all students achieving. We must hold ourselves accountable for achievement and growth at all levels, guided by the following beliefs:
1. Education should prepare students to think critically, to problem solve, and to make decisions.
2. Education should be challenging, rigorous, and developmentally appropriate.
3. Education should support students in the acquisition of important personal traits, such as honesty, responsibility, caring, and respect.

4. Education should respond to the needs of the students--consistent and current with the changes in culture, society, and the world.

LCAP Highlights

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

Moreland School District's Local Control Accountability Plan (LCAP) is aligned with our existing strategic plan which outlines the following broad goals and action items:

1. Raise the level of success for all students while addressing learning gaps.
13 of Actions/Services pages 47- 63: $6,428,641

2. Ensure effective communication with staff, students, parents, and the community.
7 of Actions/Services pages 64-71: $660,060

3. Attract, support, and retain exemplary staff by fostering a culture that values and honors staff.
8 of Actions/Services pages 72-80: $214,198

4. Prepare students to become responsible citizens by providing opportunities to develop social responsibility and respect for themselves and their school, community, and world.
8 of Actions/Services pages 81- 92: $1,576,419

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

School Climate:
Our suspension rate was 1.1% which is below our expected target of 2% and our expulsion rate was 0 which is below our 1% target. We attribute this progress to our implementation of PBIS, additional counseling support and expansion of social emotional learning. We will build upon this success by completing the Tiered Fidelity Inventory to bolster our PBIS and Tier II supports at each site. On our biennial perception survey, all stakeholders exceeded our targets. As a result our parents are feeling more informed of their student's progress as well as school events, our staff feels recognized and a sense of belonging, and our students feel safe and connected to their school community. We will continue our outreach to parents using our community liaisons and our new AERIES communication tool that will be rolled out next school year.

Student Achievement:

We exceeded our district math benchmark target by 7%. We attribute this gain to our professional development focused on our math curriculum and that we are now in year 2 of curriculum implementation. District Wednesdays will be available for teachers to collaborate around the curriculum with their grade level colleagues to further student achievement.

Professional Development:
We increased our attendance rate for professional development from 92% to 94% and teacher satisfaction with our professional development from 93% to 97%. This increase is due to a focus on our new adoptions and teacher feedback which guided our professional development planning. Moving forward, we will continue to use teacher feedback and build a professional development plan with the input from principals.

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

While we did not receive a performance level in Red or Orange for all students, we did not meet our local district benchmark targets in English Language Arts. These are a result of a new curriculum in ELA and a possible misalignment with our district ELA benchmarks. We expect that scores will improve as we move into year 2 of implementation and teachers feel more comfortable with the materials. We are also forming a committee to review the district benchmarks to ensure alignment with SBAC and provide teachers formative information for their instruction. A second area of need is the performance of our targeted subgroups in both math and ELA. This is a consistent focus for us to close the achievement gap. We are providing students with targeted intervention and working with administrators to revise their tiered supported through the Multi-Tiered Support System (MTSS) initiative.

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

Performance Gaps

Based on the California Dashboard in both ELA and Math, All Students are performing in Green while Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students are performing in the Orange. In ELA, All Students were 43.5 points above level 3 in ELA where as SWD were 54.4 points below level 3, SD students were 24.1 points below level 3, and Hispanic students were 21 points below level 3. These results are similar to our findings in our local benchmark data. In Math, All Students were 29.8 points above level 3, where as SD students were 42.9 points below level 3, SWD were 70.2 points below level 3, and Hispanic students were 40.9 points below level 3. We are shifting the role of our assistant principals to provide additional support and focus on our targeted subgroups through classroom modeling, professional development, and individual coaching, please see Goal 1 Action 3.

Our suspension rate shows that All Students are performing in Yellow with 1.2% and our Homeless Youth are performing in Red at 5.3%. This is an increase from the previous year and seems to be due to one student identified as Homeless being suspended. While this is indicative of one student, we continue to review and improve our Tier I and II support for academics, behavior, and social emotional support, please see Goal 4 Actions 6 and 7.

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

Increased or Improved services

For the 2018-19 school year, we have added a couple of actions to improve our services to our unduplicated students. We will fund a portion of our Assistant Principals at the elementary level using Supplemental Funds (Goal 1 Action 3). They will coordinate our MTSS efforts to support our unduplicated pupils with their academic, behavior, and social needs. They will work closely with our teachers and district TOSAs to provide professional development, coaching, and support in data analysis to close the achievement gap. While it has been past practice to provide grade level planning time to our teachers, we've added Data Collaboration Days into the LCAP to provide a consistent structure of data analysis and instructional planning which is principally directed toward our unduplicated students (Goal 3 Action 3). This will be supported by our principals, assistant principals, and coaches.

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	$59,858,679
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$8,879,308.00

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.

The balance of the funds are used for district-wide salaries and benefits for all staff. In addition, districts have overhead and operational costs. All of these expenses are part of the base and support the effective operation of the district as a whole.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$40,175,263

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Goal 1: Raise the level of success for all students while addressing learning gaps

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC ELA and Math **17-18** ELA: All students: 73% EL: 32% Hispanic: 49% Low SES: 47 % Math: All students: 66% EL: 36% Hispanic: 39% Low SES: 37%	Results from SBAC will not be received until Summer 2018. Our SBAC scores from 2017: ELA: All students: 68%, EL: 22%, Hispanic: 42% , Low SES: 39% Math: All students: 62%, EL: 29%, Hispanic: 33% , Low SES: 31%

Expected	Actual
Baseline ELA: All students: 70% EL: 23% Hispanic: 43% Low SES: 41% Math: All students: 61% EL: 27% Hispanic: 32% Low SES: 30%	
Metric/Indicator District Benchmarks **17-18** Study Island ELA: All students: 73% Subgroups: 56% Study Island Math: All students: 43% Subgroups: 29% Fountas and Pinnell: All students: 74% Subgroups: 52% **Baseline** Study Island ELA: All students: 70% Subgroups: 51% 22% of all students performing below grade level made more than one year's growth. Study Island Math: All students: 38% Subgroups: 19% 20% of all students performing below grade level made more than one year's growth. Fountas and Pinnell: All students: 71% Subgroups: 47% 20% of all students performing below grade level made more than one year's growth.	District Benchmarks: Study Island ELA: All students: 71%, Subgroups: 43% Study Island Math: All students: 45%, Subgroups: 20% Fountas and Pinnell: All students: 69%, Subgroups: 53%
Metric/Indicator Williams Compliance for textbooks and instructional materials	We are 100% compliant with the Willams Act for textbooks and instructional materials.

Expected	Actual
17-18 100% Compliance **Baseline** 100% Compliance	
Metric/Indicator Technology Ratios **17-18** 1:1 in grades 3-8 1:1 for teacher and administrative staff **Baseline** 1:1 in grades 3-8 1:1 for teacher and administrative staff	We have met our technology ratios for students in grades 3-8, teachers, and administrators.
Metric/Indicator Attendance and feedback on professional development on State Standards and aligned curricula **17-18** Attendance: Above 90% Positive Feedback: Above 90% **Baseline** Attendance: 92.3% Positive Feedback: 93.2%	We met our target for attendance with 94% and met our feedback target with 97%.
Metric/Indicator CELDT/ELPAC (2018-19 & 19-20) **17-18** Reclassification Rate: Above 20% LTEL Rate: 2.6%	With the transition to ELPAC, we were unable to reclassify as many students as we expected because ELPAC scores have not been received. Of the students who were eligible for reclassification , 11.5% were reclassified. We exceeded our expectation for LTEL with 2.1%.

Expected	Actual
Baseline Reclassification Rate: 19% LTEL Rate: 2.8%	
Metric/Indicator Class size ratio **17-18** Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1 **Baseline** Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1	We have met our class size ratios for both grade level spans.
Metric/Indicator Special education caseloads **17-18** RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55 **Baseline** RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55	We have stayed within our special education caseloads.
Metric/Indicator Aeries enrollment **17-18** 100% of students have access and are enrolled in all required areas of study.	We have met our target of 100% of students enrolled in all courses of required study.

	Expected	Actual

Expected	Actual
Baseline 100% of students have access and are enrolled in all required areas of study.	
Metric/Indicator Increased technology use in the classroom **17-18** 70% of teachers use computers in their classroom daily 67% of students use computers in their classroom daily **Baseline** 65% of teachers use computers in their classroom daily 62% of students use computers in their classroom daily	This data point was reliant on the BrightByte survey that was funded by the County Office of Education. With this funding no longer available and the addition of 1:1 devices, this data is no longer needed.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4-8 grade levels.	Implementation of this action met expectations.	R 0800, Obj 1XXX, 3XXX Parcel Tax 591,513	R 0800, Obj 1XXX, 3XXX Parcel Tax 624,062

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff special education services based on current caseload needs.	Implementation of this action met expectations.	R 3310, Obj 2XXX, 3XXX 188,153	R 3310, Obj 2XXX,3XXX 189,161

| | | R 6500, Obj 1XXX & 3XXX
954,453 | R 6500, Obj 1XXX, 3XXX
1,014,071 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional coaching support (one instructional coach per site and one at the district level) to assist schools in meeting the identified needs of students in identified subgroups. Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.	Due to a maternity leave and budget cuts, we offered instructional coaches at the 6 of our 7 sites. With the exception of one site, implementation of this action met expectations.	R 0300, Obj 1XXX, 3XXX Supplemental 904,954	R 0300, Obj 1XXX, 3XXX 831,069

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the adopted technology plan.	We centralized iPad management by providing a standard profile of apps and creating an app request form. We started the foundational work to refresh all iPad 2s in primary grades, older chromebooks in grades 3-8, and adminstrators' laptops. Implementation of this action met expectations.	R 0300, Obj 5XXX 5000-5999: Services And Other Operating Expenditures Supplemental 268,181	R 0300, Obj 5XXX and R9090, Obj 4XXX 351,250
		R 0800, Obj 1XXX, 2XXX, 3XXX Parcel Tax 195,169	R 0800, Obj 1XXX, 2XXX, 3XXX Parcel Tax 201,199

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Implement ELA/ELD curriculum. | We provided training in our new ELA/ELD adoptions starting in June and continued throughout the year. These trainings were provided using a combination of literacy committee members and publisher representatives. Implementation of this action met expectations. | R 0000, Obj 4XXX 4000-4999: Books And Supplies Base 185,000 | R0000, Oj 41XX Base 188,672 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide appropriate professional development related to the CCSS aligned ELA/ELD and math curricula, NGSS, health curriculum and identified assessments (ex: Fountas and Pinnell), as determined by student performance, teacher survey, and administrator feedback. This professional development will be provided outside of the school day when possible to reduce the number of days teachers are out of the classroom.	The main focus of our professional development centered around our new ELA/ ELD and Math adoptions. Teachers were given training options in the summer to avoid missing school. Our literacy and math committees provided ongoing curricula trainings throughout the year at the district collaboration meetings. Implementation of this action met expectations.	R 4035, Obj 5XXX 5000-5999: Services And Other Operating Expenditures 22,450 R 0300, Obj 5XXX 5000-5999: Services And Other Operating Expenditures Supplemental 65,000	R 4035 53,357 R 0300, Obj 5XXX Supplemental 5,798 R 0800, Obj 1XXX, 3XXX 39,613

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refine STEAM electives at Moreland Middle Schools and Latimer and add STEAM electives to Easterbrook Discovery School (EDS).	We sent a middle school teacher to additional PLTW trainings during the summer. This allowed us to continue to add to our STEAM elective model. EDS began their STEAM elective wheel, which includes an introductory class for all students and STEAM specific classes that students can select.	R 0000 Obj 1XXX, 3XXX Base 108,159 R 1100, Obj 1XXX, 3XXX Base 108,160 R 1400, Obj 1XXX, 3XXX Base 108,160	R 0000, Obj 1XXX, 3XXX Base 213,441 R 1100, Obj 1XXX, 3XXX Base 116,686 R 1400, Obj 1XXX, 3XXX 116,686

| | Implementation of this action met expectations. | | |

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide sites the flexibility to design intervention programs that meet their students' needs. Monitor student data to refine intervention programs as necessary.	Sites were able to design an intervention plan to meet the unique needs of their students. Using state and district measures, sites identified their target students for intervention. They also determined the content area, instructional strategies, logistics, based on their data. Principals selected the appropriate staff which included a combination of intervention aides and certificated teachers. Implementation of this action met expectations.	R 0300, Obj 1XXX, 2XXX, 3XXX, 4XXX Supplemental 888,653	R 0300, Obj 1XXX,2XXX, 3XXX, 4XXX Supplemental 813,179

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote differentiated instructional strategies that meet the needs of all students, including students in targeted subgroups, as well as GATE identified students.	We maintained the number of GATE enrichment classes offered after school. We provided each teacher with 3 data collaboration meetings throughout the year to use data to plan for differentiated instruction. Implementation of this action met expectations.	R 0300, Obj 1XXX, 3XXX Supplemental 54,197

R 0000, Obj 1XXX, 3XXX Base 10,800 | R 0300, Obj 1XXX, 3XXX Supplemental 49,432

R 0000, Obj 1XXX, 3XXX   7,669 |

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Provide summer school for students selected based on CELDT data and other academic measures. | We offered an ELD program for students who remained or regressed in their CELDT level as well as foster and homeless youth. The students were grouped by their language needs in multi-aged classrooms. Implementation of this action met expectations. | R 0300, Obj 1XXX, 2xxx, 3XXX, 4XXX, 5XXX Supplemental 81,804 | 0300, Obj 1XXX, 2XXX, 3XXX, 4XXX, 5XXX Supplemental 44,780 |

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide appropriate training for classified staff, including all intervention aides and special education support staff, in order to ensure quality instruction.	We provided all of our classified staff with at least on day of professional development. Throughout the year, additional trainings were provided to assist with their specific roles. Implementation of this action met expectations.	R 3010 5000-5999: Services And Other Operating Expenditures 7,337	R 3010 5000-5999: Services And Other Operating Expenditures 5,450
		R 4203 5000-5999: Services And Other Operating Expenditures 12,694	R 4203 5000-5999: Services And Other Operating Expenditures 19,355

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra duty work days over the summer for primary grade assessments.	Each school site provided teachers in grades K-2 assessment days in August to find their students' baseline reading level. Implementation of this action met expectations.	R 0300, Obj 1XXX, 3XXX Supplemental 35,400	R 0300, Obj 1XXX, 3XXX Supplemental 35,244

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.

Overall, actions and services were implemented as planned with the exception of providing an instructional coach at one school site due to a maternity leave. However, that school site has two teachers on special assignment (TOSAs), one that focuses on ELA and the other on math. Teachers received professional development, coaching, and support to address the learning gaps to raise the level of success for all students.

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

After reviewing our data, we have some successes and some challenges. We reached our expectation for all students on our math benchmark Study Island. However, our subgroups did not perform as well as projected. We have found that our math curriculum is language rich and is difficult for our struggling students to access. We will continue to provide professional development in this area as well as coaching support. On our ELA benchmark, Study Island, we did not reach expectations across all student groups. This was our first year of our new ELA/ELD curricula. We adjusted the district benchmark targets in response to our actual results. Even though we adjusted our targets, we still have set the target for our subgroups higher than all students. As we work through understanding these new programs, we expect more consistency and alignment which will increase student achievement in the coming years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 - teacher at one site went out on leave, site decided not to fill the vacancy; Action 4 - District added funds to support iPad refresh project; Action 7 - added funds to support increasing STEAM electives; Action 8 - staff left during the year, unable to fill vacancies; Action 10 - spent less than budgeted due to small participation than what was anticipated and budget for

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.

Overall, we implemented this goal as planned. The goal title has been modified to reflect the Strategic Plan language; however, the intent of the goal remains the same. We modified one action in the 2017-18 school year and have added several new actions for 2018-19. In Action 3, we anticipated having one instructional coach at each site. During this school year, one of our coaches went on leave. It was determined that we would be modifying our coaching model during the 2019-2020 school year to increase student performance data. In future years we are adding the assistant principals to this model to support the MTSS efforts at all sites. We redefined the Assistant Principal's job description to emphasize the coaching model and MTSS efforts. While we are working on this new model, we will not be replacing instructional coaches if they vacate their position, and therefore, did not fill the vacant position this year. In Action 4, we will continue to implement our District Technology Plan, which includes updating all iPads and Chromebooks

that are no longer supported by current educational licensing.   Action 5 related to ELA/ELD curricula implementation was removed in the current plan since it is now an ongoing part our instructional program. We removed the action 10 regarding summer school due to budget cuts and student performance data. In the current plan, we are including an action (Action 5) to pilot and adopt Next Generation Science Standards curricula in TK-5 and 6-8. We also modified Action 6 from professional development focused on academics to also include social emotional and behavioral needs of our students. Based on feedback from our Special Day Class teachers in the upper elementary grades, we are implementing a special populations curriculum that is published and aligned to our current adoption, Benchmark Advance (Action 10). Under this goal, we have also added an action to maintain and follow the Facilities Master Plan in order to provide appropriate learning conditions for our students (Action 12). We will measure this action using the F.I.T. tool. Since we have the actual scores of the 2017-18 district benchmarks we have updated our Expected Annual Measurable Outcomes.We also modified the CELDT outcome to reflect that the new assessment will be the ELPAC. We will add an English progress target once we establish our baseline with the new assessment and the CDE established the ELPAC metrics.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Goal 2: Ensure effective communication with staff, students, parents, and the community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate (Percent of Total Population) **17-18** Below 2% **Baseline** 1.66%	We met our expected outcome with the suspension rate of 1.1%.
Metric/Indicator Expulsion Rate (Percent of Total Population) **17-18** Below 1% **Baseline** 0.02%	We met our expected expulsion rate of 0%.
Metric/Indicator SARB Referrals (Percent of Total Population)	We met our SARB referral outcome of .04%.

	Expected	Actual

Expected	Actual
17-18 Below 1% **Baseline** 0.29%	
Metric/Indicator Attendance Rate (Percent of Total Population) **17-18** Above 97% **Baseline** 96.2%	We have increased our attendance rate to 96.81% which is an increase from our baseline, but we did not meet our target.
Metric/Indicator Chronic Absenteeism (Percent of Total Population) **17-18** Below .5% **Baseline** 0.04%	Based on our student information data, our chronic absenteeism rate is 5%. The target and baseline data points were miscalculated in previous years.
Metric/Indicator Dropout Rate (Percent of Total Population) **17-18** 0% **Baseline** 0%	We met our expected dropout rate of 0%.
Metric/Indicator Biennial Perception Survey (Parents Communication) **17-18** Parents are informed of school events: above 90% Parents are informed of their child's progress: 80%	Based on our last administered survey in 2016-17, we met our goal of parents being informed of events at 96.7% . We met our goal of parents being informed of their child's progress at 91%.

Expected	Actual
Baseline Parents are informed of school events: 88% Parents are informed of their child's progress: 77%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Adult English classes for parents at up to 4 sites.	We provided adult English classes at four of our sites. Implementation of this action met expectations.	R0300, Obj 1XXX, 3XXX Supplemental 50,000	R 0300, Obj 1XXX, 3XXX Supplemental 37,804

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.	We provided community liaisons to the four sites where 15% of the student population speaks the same primary language other than English. Implementation of this action met expectations.	R 0300, Obj 2XXX, 3XXX Supplemental 241,865	R 0300, Obj 2XXX, 3XXX Supplemental 248,327

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Analyze the staff, parent, and student perception survey and use this data to guide the work of the district.	We analyzed the results of the spring 2017 perception survey during the summer of 2017.	R 0000 5000-5999: Services And Other Operating Expenditures Base 8,120	R 0000 5000-5999: Services And Other Operating Expenditures 8,435

| | Implementation of this action met expectations. | | |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update network of parents/staff to make personal calls and connections with all parents.	We utilized community liaisons and parents on Home and School Clubs and English Language Advisory committees to make personal connections and increase parent participation. Implementation of this action met expectations.	0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide transparency and accountability through various methods of communication for all departments and sites and the use of a PIO.	We bolstered our communication efforts by utilizing our Public Information Officer to highlight district events, press releases and safety awareness. We also continued our efforts to reach both the staff and community through district mailers and consistent information shared to the sites through the superintendent's weekly newsletters. We also launched our teacher resource website that includes resources linked to assessments, curriculum, and technology. Implementation of this action met expectations.	R 0000, Obj 2XXX, 3XXX, 4XXX, 5XXX Base 154, 792	R 0000, Obj 2XXX, 3XXX, Base 157,346

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a list of support services available from within the	Our district nurses update our list of support services annually and	0	0

community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.

distribute them to each school site. Implementation of this action met expectations.

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.

Overall the implementation of the actions and services went as planned. The community liaisons support and addition of our Public Information Officer has helped us effectively communicate with our families. This connection has helped us attain our goals in the areas of suspension, expulsion and attendance.

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

We met all of the expected targets with the exception of the chronic absenteeism due to a calculation error. While attendance rate is small discrepancy of only .2%, we will continue our efforts to bride the home and school gap.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - costs of the classes were not as expensive as we anticipated

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.

In our annual measurable outcomes, we have modified the target in the Actual column for chronic absenteeism to show below 5%. This target was miscalculated in previous years due to a calculation error. In the current plan, we have updated our community liaison and translator action (Action 2) by broadening it to include all community services staff. We've taken this step because more positions provide outreach to our families. From the LCAP committee feedback we have combined the two actions related to communication with parents into one action (Action 4). We have modified this action to utilize technology and our Public Information Officer to communicate and connect with parents due to parent preference. We modified Action 6 to update, maintain, and advertise our community resource list to better reflect how we are accomplishing this action. Based on LCAP feedback, we added an action (Action 5) to keep an updated list of available translators in different languages other than Spanish. Another action (Action 7) was added to increase safety preparedness through district and site training as well as a district website that will include safety resources and parent

information. After analyzing current actions in this goal, we have modified language to reflect current practices and added actions in the areas of translation and safety. We specified the dates of our perception survey Actual Outcomes to reflect the correct year that the survey is administered.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Goal 3: Attract, support, and retain exemplary staff by fostering a culture that values and honors staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Biennial Perception Survey (staff recognition and connectedness) **17-18** The survey is not administered during this school year. **Baseline** Data is reflective of 16-17 data: Staff feel recognized for their contribution: 70% Staff sense of belong at the school site: 91%	The survey is not administered during this school year.
Metric/Indicator Teacher Assignments **17-18** 100% appropriately assigned Highly Qualified Teachers **Baseline** 100% appropriately and assigned Highly Qualified Teachers	We have 100% appropriately assigned Highly Qualified teachers. This goal has been met.

Expected	Actual
Metric/Indicator Teacher Retention (excluding retirement and dismissal) **17-18** Above 90% **Baseline** 94%	We have met our target of above 90% teacher retention rate with a measurement of 95%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire and retain highly qualified staff, ensuring that all teachers are appropriately assigned and fully credentialed in the subject areas and for the students that they are teaching.	We hired and retained highly qualified staff that were assigned appropriately. Implementation of this action met expectations.	R 0001, Obj 1XXX, 3XXX Base 20,000	R 0001, Obj 1XXX, 3XXX Base 22,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review salaries and adjust as appropriate.	We implemented a 2% salary and benefits increase in the 2017-18 school year. We are currently moving into another negotiation period for the 2018-19 school year where we will continue reviewing salaries and compensation in the negotiations process. At this time, we have not finalized the implementation of this action and it is in process.	0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide classified staff with compensation for participation in school/district operations during their non- work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.	All classified staff were provided with one paid professional development day to focus on areas of need for their job responsibilities. Special Education staff attended various professional development throughout the year related to their job responsibilities. Implementation of this action met expectations.	R 33XX, Obj 2XXX, 3XXX 38,608 R 0000, Obj 2XXX, 3XXX Base 12,014	R 33XX, Obj 2XXX, 3XXX 42,086 R 0000, R 3310, obj 2XXX, 3XXX Base 15,229

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.	While we only give the perception survey biannually, the information does not change drastically, and we use this information to continue our efforts to recognize our staff. We share ideas at our district leadership meetings to recognize staff and make them feel appreciated. We maintained current systems of staff recognition that highlighted individual employee contributions and achievements. Implementation of this action met expectations.	R 0000, Obj 4XXX, 5XXX Base 6,600	R 0000, Obj 4XXX, 5XXX Base 8,245

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Beginning Teacher Support and Assessment (BTSA)	All eligible first and second year teachers participated in BTSA. We	R 0001, Obj 1XXX, 3XXX, 5XXX Base 94,710	R0001, Obj 1XXX, 3XXX, 5XXX Base 94,649

for all first and second year teachers.	also provided a specialized program for one special education teacher whose credential could not be cleared through our BTSA consortium. Implementation of this action met expectations.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct the staff, parent, and student perception survey and use this data to guide the work of the district.	We analyzed the results from the spring 2017 perception survey and collaborated with site administrators to continue to find ways to build community among their staff and recognize their accomplishments. Implementation of this action met expectations.	0	0

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.

Students benefit from more consistent support and a more positive school climate when all district staff were appropriately placed, provided meaningful professional development opportunities, and recognized for their accomplishments. While this was an off year to conduct the biannual perception survey, we continue to use parent feedback from established groups from School Site Council, Home and School Clubs and English Language Advisory Committees. All feedback that is received and considered, and possibly implemented at the district level.

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

We exceeded our targets in our teacher retention with 95% and 100% of teachers were appropriately trained, assigned and credentialed, thereby meeting the Every Student Succeeds Act (ESSA). Williams and California Ed. Code Section 44258.9. Our teacher retention rate is a success for us that is attributed to staff recognition, professional development and BTSA support program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences to report.

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.

In our expected outcomes, we modified the outcome for biennially perception survey to reflect the correct administration dates of the survey. We modified Action 4 Actuals to clarify that during the off years, we still find that information to be relevant and continue to use current feedback from School Site Council, Home and School Club and ELAC. We are retaining the current actions listed in this goal and adding two additional actions to support our staff. The first action we are adding is cross grade level collaboration (Goal 3 Action 7). This collaboration will help with vertical alignment of curriculum and instructional strategies. The second action we are adding is data collaboration days (Goal 3 Action 8) .To honor our staff's time, we are providing three data collaboration days throughout the year for teachers to review student achievement data and make appropriate instructional plans.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Goal 4: Prepare students to become responsible citizens by providing opportunities to develop social responsibility and respect for themselves and their school, community, and world.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate (Percent of Total Population) **17-18** Below 2.0% **Baseline** 1.66%	We met our target suspension rate of below 2.0% (1.1%)
Metric/Indicator Expulsion Rate (Percent of Total Population) **17-18** Below 1% **Baseline** 0.02%	We met our target expulsion rate of below 1% (0%).
Metric/Indicator Chronic Absenteeism (Percent of Total Population)	Based on our student information data, our chronic absenteeism rate is 5%.. The target and calculation data were miscalculated.

Expected	Actual
17-18 Below 0.5% **Baseline** 0.04%	
Metric/Indicator SARB Referrals (Percent of Total Population) **17-18** Below 1% **Baseline** 0.29%	We met our SARB referral target of below 1% (.04%).
Metric/Indicator Biennial Perception Survey (Student Safety and Connectedness) **17-18** The survey was not conducted this school year. **Baseline** Data is reflective of 16-17: Students feel safe at school: 74% Students feel a sense of belonging: 69%	Based on our last administered survey in 2016-17, students reported feeling safe at school at 74% and felt a sense of belonging at 69%. We analyzed the results of the 2016-17 survey in the summer of 2017, and we feel the results are still relevant for current planning of student needs.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide an inclusive environment for all students through anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (at middle school	We continued our character development activities to support student citizenship We trained a district team on gender inclusive practices who will be providing training at each school site next	R 0000, Obj 1XXX, 3XXX, 5XXX Base 27,032	R 0000, Obj 1XXX, 3XXX, 5XXX Base 27,032
		R 0300, Obj 1XXX, 3XXX, 5XXX Supplemental 18,540	R 0300, Obj 1XXX, 3XXX, 5XXX Supplemental 18,540

sites), LGBTQ awareness, and conflict resolution practicies.	year. Implementation of this action met expectations.	R 1100, Obj 1XXX, 3XXX, 5XXX Base 18,540	R 1100, Obj 1XXX, 3XXX, 5XXX Base 18,540

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support school sites in celebrating multicultural events and students' diverse cultures.	We supported site efforts to celebrate multi-cultural events and appreciate diversity. We had a second cohort of classified, certificated and management staff attend a two day intensive workshop at the Museum of Tolerance, which highlighted the importance of celebrating and respecting diversity.Implementation of the action met expectations.	FD 190 - R 9025, Obj 4XXX, 5XXX Donations 9,000	FD 190, R 9025, Obj 4XXX, 5XXX Donations 9,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselors will facilitate social skills group sessions for identified students at all sites.	Counseling facilitated social skills groups for identified students at all sites. Counselors provided all classrooms an age appropriate social skills lesson and also provided social skills support as needed for teachers. Implementation of this action met expectations.	R 0000, Obj 5XXX Base 141,375	R, 0000, Obj 5XXX Base 139,540
		R 0000, Obj 1XXX, 3XXX Base 165,808	R 1100, Obj 1XXX, 3XXX Base 164,198

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue health education including nutrition, sex education, and healthy lifestyles for appropriate grade levels.	We continued with the second year of implementing the new health curriculum. We offered parent training as well as training for the	R 0000 4000-4999: Books And Supplies Base 5,000	R 0000 4000-4999: Books And Supplies Base 9,426

new teachers to successfully implement this curriculum. We continue to integrate healthy choices into our P.E., science, and elective courses. Implementation of this action met expectations.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with lunch clubs and activities with compensation.	Sites provided lunch time clubs and activities to support students' interests and school community. Implementation of the action met expectations.	R 0300, Obj 1XXX, 3XXX Supplemental 26,028	R 0000, Obj 1XXX, 3XXX Base 27,432

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Address mental health needs of all student by providing individual and group counseling.	We provided counseling support at all school sites based on students' needs. Implementation of this action met expectations.	R65XX, Obj 1XXX, 3XXX, 5XXX 166,640	R 65XX. Obj 1XXX, 3XXX, 5XXX 222,504

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrate Life Skills into social emotional learning.	We defined our social emotional curriculum at each grade level span and provided teachers with training and resources. Implementation of this action met expectations.	R 0000, Obj 1XXX, 3XXX Base 8,809	R 0001, Obj 4XXX 11,099

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.

Students' social emotional well-being was supported through PBIS, Project Cornerstone, AVID, and counseling support. Through our recent Tiered Fidelity Inventory, sites have highlighted their strengths in their PBIS systems and will continue to strengthen their PBIS supports throughout the year. Sites provided opportunities to participate in community services, multi-cultural events, and lunch clubs. Based on the parent survey, these activities are helping our students feel a sense of belonging and safe at our schools.

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

As a result, we improved our suspension rate from 1.66% to 1.09%. We continued to have a low expulsion and SARB rate. Our staff has recognized the increased social and mental health needs of our students. They have shown buy in with the implementing social emotional instruction in their classroom and collaboration with school counselors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6 - added counseling support at sites

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.

We are keeping all of the actions in this current year's LCAP. We are adding several actions to improve our efforts to prepare our students to become responsible citizens. We are broadening our Action number 4 to include employee wellness so they can serve as role models to our student population. We are adding an action to provide our students with digital safety lessons that follow the Common Sense scope and sequence across all grade levels (Goal 4 Action 8). In addition, we added an action on providing comprehensive behavior support (Goal 4, Action 9). In our annual measurable outcomes, we have modified the target in the Actual column for chronic absenteeism to show below 5%. This target was miscalculated in previous years due to a calculation error.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Moreland School District followed a four-step process to engage with stakeholders in development of our LCAP:

Step 1: Inform

The Moreland Educational Services Department trained all of the site administrators on how to implement a common stakeholder feedback process and activity . Sites were given an informational Powerpoint to use at these meetings as well as materials to complete the feedback activity. From there, each site ran its own parent/community meeting, staff meeting, and optional student meeting to provide LCAP information and to gain feedback. The Educational Services Department continued to include the District English Language Advisory Committee (DELAC) to ensure their feedback was heard. In addition to hosting the informational sessions, a survey was posted on our website to gain feedback from those who were not able to attend a meeting. We also shared portions of the information contained within this PowerPoint in all subsequent meetings to ensure that meeting attendees had a baseline level of information.

Step 2: Gather

Sites hosted 2-3 meetings to collect feedback on strategies to address the eight priority areas. During the meetings, site administrators presented the informational PowerPoint and explained that the LCAP plan is required to have three years worth of goals. As one year concludes, the goals from the next school year are rolled over to become the current goals. Once participants understood the structure of the plan, the administrators led them through an activity where they looked at the proposed goals and then gave feedback on whether those goals were still of value to the district. Then, the participants had the opportunity to share their ideas for new goals to be considered. Careful notes were taken during these meetings to capture the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions at their own school site. The feedback was categorized by the stakeholders role: certificated, classified, community member, parent. Those strategies formed the basis of the actions we used for the current LCAP.

Step 3: Draft

During this phase, our LCAP task force which included Executive Cabinet, the Director of Special Education, the Coordinators of Educational Services, and a representative from each of the certificated and classified unions, met as a team to review all of the input from the school site meetings. The team condensed like ideas from the school meetings and then prioritized and distributed the ideas among the next three years of the LCAP. In prioritizing the feedback, this team reviewed the eight state priorities, ensured that the LCAP actions corresponded with the established LCAP goals and aligned to the district's strategic plan. The Educational Services team analyzed the data from the online survey and incorporated this feedback into the LCAP.

District highlights for new actions in the current LCAP are NGSS pilot, restructuring of the coach and assistant principal role, improved safety awareness, communication, and preparation, and cross grade level communication. Actions that were clearly site specific goals were noted and given back to the site administrators for potential use in their Single Plans for Student Achievement (SPSA).

Following this LCAP working meeting, the Executive Cabinet reviewed and finalized the actions to include in the LCAP.

Step 4: Refine

The Educational Services Department then shared the draft LCAP with the DELAC representatives. The DELAC members worked in small groups, with translation, to review the proposed actions and provide feedback. Members shared out as a group their thoughts on the draft, the impact they have seen on their campus as a result of local control, and their approval of the plan.

Throughout this process, we have collaborated with the Santa Clara County Office of Education to create timelines, review the process, and gather feedback.

Finally, the district shared the draft LCAP during the first Board meeting in June. District staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback.

The final LCAP and district budget were adopted in a regular board meeting on June 26, 2018. The agenda for that board meeting and resolution adopting the LCAP and budget are attached to the current LCAP.

Impact on LCAP and Annual Update

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

In order to consult with Moreland School District stakeholders regarding progress toward our LCAP goals and in the creation of our Annual Update and our current LCAP. Our community engagement process ensures consultation with the following district

stakeholders: students, school personnel, union representatives, community members and parents, including low income, foster youth and English learner representatives. Having an informed community is essential to ensuring they are able to provide relevant feedback on how the district should develop its LCAP.

Our seven schools hosted 18 informational sessions on LCFF/LCAP at their school sites. Meeting times were posted on the district website and published in school newsletters. The goals of these sessions were: 1) to inform/remind stakeholders about LCFF, our LCAP goals and their impact on our school district; 2) to share information/data regarding progress toward our LCAP goals; and 3) seek stakeholder input for the revision of the LCAP. A survey was posted on the district website for people who could not attend one of the LCAP engagement sessions. 123 parents/community members participated in the survey.

All stakeholders including community members, parents, school personnel, and union representatives were invited to attend these meetings. Engagement activities were held with School Site Councils, Home and School Clubs, adult English classes, district staff, union representatives and with our District English Learner Advisory Committee (DELAC). LCAP Community Outreach meeting dates and locations are shown below:

Dates by Location

Anderson Elementary
February 12, 2018 - parents and community (21 participants)
February 15, 2018 -staff: certificated and classified (25 participants)

Baker Elementary
February 14, 2018 - staff: certificated and classified (29 participants)
February 28, 2018 - parents and community (11 participants)
March 5, 2018 - staff and parents (5 participants)

Country Lane Elementary
February 13, 2018 - staff: certificated and classified (28 participants)
February 28, 2018 - parents and community (18 participants)

Easterbrook Discovery School
January 31, 2018 - staff: certificated and classified (37 participants)
February 13, 2018 - parents and community (10 participants)
February 27, 2018 - staff and parents (10 participants)

Latimer Elementary
February 2, 2018 - parents and community (14 participants)
February 14, 2018 - staff: certificated and classified (24 participants)

March 5, 2018 - parents (11 participants)

Moreland Middle
January 31, 2018 - staff: certificated and classified (43 participants)
February 13, 2018 - parents and community (9 participants)

Payne Elementary
January 25, 2018 - staff: certificated and classified (29 participants)
February 9, 2018 - parents and community (11 participants)

DELAC
October 26, 2017 - parents and community (23 participants)
April 26, 2018 - parents and community (26 participants)

When we did our LCAP feedback analysis, we noticed a few trends from our various stakeholder groups.

Parents:
We noticed they heavily prioritized improving safety awareness, preparedness, and communication. We added this action in our LCAP under Goal 2 Action 7. They also valued our efforts for parent connection and communication through community liaisons and adult English classes. This can be found in Goal 2 Actions 1 and 2.

Staff:
Certificated staff prioritized collaboration and planning with colleagues. This has been added to Goal 3 Action 7 and 8.
Classified staff continues to value their professional development which is found under Goal 1 Action 9.
Staff (classified and certificated) also suggested shade structures for the outside play area. This action has been added under Goal 1 Action 12.

Both parents and staff (classified and certificated), identified the need for supporting students social emotional well-being and development, which can be found in Goal 4 Actions 1, 4, 6, and 7.   They both also expressed support for conducting a NGSS pilot. This is under Goal 1 Action 5.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Goal 1: Raise the level of success for all students while addressing learning gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We need to increase student achievement for all students while closing the achievement gap for our under performing subgroups. This need is identified by analysis of our academic and language proficiency measures, CAASPP, CELDT, and district benchmarks. These data points for the baseline and targets are listed below. Other factors that contribute to this need include sufficiency of textbooks, availability of technology, professional development participation and satisfaction, class size ratios, and special education caseloads. To close the achievement gap, we will provide targeted intervention support in the areas of ELA and Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA and Math	ELA: All students: 70% EL: 23% Hispanic: 43% Low SES: 41%	ELA: All students: 73% EL: 32% Hispanic: 49% Low SES: 47 %	ELA: All students: 76% EL: 41% Hispanic: 55% Low SES: 53%	ELA: All students: 79% EL: 50% Hispanic: 61% Low SES: 59%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math: All students: 61% EL: 27% Hispanic: 32% Low SES: 30%	Math: All students: 66% EL: 36% Hispanic: 39% Low SES: 37%	Math: All students: 71% EL: 45% Hispanic: 46% Low SES: 44%	Math: All students: 76% EL: 54% Hispanic: 53% Low SES: 51%
District Benchmarks	Study Island ELA: All students: 70% Subgroups: 51% 22% of all students performing below grade level made more than one year's growth. Study Island Math: All students: 38% Subgroups: 19% 20% of all students performing below grade level made more than one year's growth. Fountas and Pinnell: All students: 71% Subgroups: 47% 20% of all students performing below grade level made more than one year's growth.	Study Island ELA: All students: 73% Subgroups: 56% Study Island Math: All students: 43% Subgroups: 29% Fountas and Pinnell: All students: 74% Subgroups: 52%	Study Island ELA: All students: 76% Subgroups: 53% (adjusted based on 17-18) Study Island Math: All students: 50% Subgroups: 30% (adjusted based on 17-18) Fountas and Pinnell: All students: 72% Subgroups: 58% (adjusted based on 17-18)	Study Island ELA: All students: 79% Subgroups: 58% (adjusted based on 18-19) Study Island Math: All students: 53% Subgroups: 35% (adjusted based on 18-19) Fountas and Pinnell: All students: 75% Subgroups: 63% (adjusted based on 18-19)
Williams Compliance for textbooks and instructional materials	100% Compliance	100% Sufficiency of Textbooks	100% Sufficiency of Textbooks	100% Sufficiency of Textbooks
Technology Ratios	1:1 in grades 3-8	1:1 in grades 3-8	1:1 in grades 3-8	1:1 in grades TK-8

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	1:1 for teacher and administrative staff	1:1 for teacher and administrative staff	1:1 for teacher and administrative staff	1:1 for teacher and administrative staff
Attendance and feedback on professional development on State Standards and aligned curricula	Attendance: 92.3% Positive Feedback: 93.2%	Attendance: Above 90% Positive Feedback: Above 90%	Attendance: Above 90% Positive Feedback: Above 90%	Attendance: Above 90% Positive Feedback: Above 90%
CELDT/ELPAC (2018-19 & 19-20)	Reclassification Rate: 19% LTEL Rate: 2.8% EL Progress (CELDT): 77.8%	Will establish ELPAC baseline and targets after CDE sets the EL Reclassification criteria	Will establish ELPAC baseline and targets after CDE sets the EL Reclassification criteria	Will establish ELPAC baseline and targets after CDE sets the EL Reclassification criteria
Class size ratio	Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1	Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1	Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1	Class size ratio for TK-3: 24:1 Class size ratio for 4-8: 32:1
Special education caseloads	RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55	RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55	RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55	RSP: 28 SDC TK-5: 12 SDC 6-8: 16 SLP: 55
Aeries enrollment	100% of students have access and are enrolled in all required areas of study.	100% of students have access and are enrolled in all required areas of study.	100% of students have access and are enrolled in all required areas of study.	100% of students have access and are enrolled in all required areas of study.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased technology use in the classroom	65% of teachers use computers in their classroom daily 62% of students use computers in their classroom daily	70% of teachers use computers in their classroom daily 67% of students use computers in their classroom daily	75% of teachers use computers in their classroom daily 72% of students use computers in their classroom daily	80% of teachers use computers in their classroom daily 75% of students use computers in their classroom daily
Facility Inspection Tool	4 out of 7 sites are exemplary	All schools will have an overall rating of good.	All schools will have an overall rating of good.	All schools will have an overall rating of good.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4-8 grade levels.	Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4th-8th grades.	Maintain grade-span class size ratios of 24:1 at TK-3 and 32:1 at 4th-8th grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	591,513	898,208	916,172
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	R 0800, Obj 1XXX, 3XXX	R 0800	R 0800

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff special education services based on current caseload needs.	Staff special education services based on current caseload needs.	Staff special education services based on current caseload needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	188,153	1,065,817	1,087,133
Budget Reference	R 3310, Obj 2XXX, 3XXX	R 6500	R 6500
Amount	954,453	191,719	195,553
Budget Reference	R 6500, Obj 1XXX & 3XXX	R 3310	R 3310

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide instructional coaching support (one instructional coach per site and one at the district level) to assist schools in meeting the identified needs of students in identified subgroups. Instructional coaching support will include data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.	Provide instructional coaching support to assist schools in meeting the identified needs of students in identified subgroups. This will be done through the role of the instructional coaches and assistant principals. Instructional coaching support will include MTSS coordination, data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.	Provide instructional coaching support to assist schools in meeting the identified needs of students in identified subgroups. This will be done through the role of the instructional coaches and assistant principals. Instructional coaching support will include MTSS coordination,data analysis, curriculum mapping, demonstration lessons, instructional support to teachers, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	904,954	1,153,424	1,176,492
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0300, Obj 1XXX, 3XXX	R 0300	R 0300

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement the adopted technology plan.	Implement the adopted technology plan, which includes updating all the iPads and Chromebooks.	Implement the adopted technology plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	268,181	132,720	132,720
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures R 0300, Obj 5XXX	R 0300	R 0300
Amount	195,169	282,000	145,000
Source	Parcel Tax	Bond	Bond
Budget Reference	R 0800, Obj 1XXX, 2XXX, 3XXX	Fund 214	Fund 214
Amount		212,139	215,870
Source		Parcel Tax	Parcel Tax
Budget Reference		R 0800	R 0800

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Pilot and adopt NGSS curricula and materials at all grade levels.	Train all staff on NGSS curricula and materials.

Budgeted Expenditures

Amount		795,000	189,500
Budget Reference		R 9001	R 6300

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide appropriate professional development related to the CCSS aligned ELA/ELD and math curricula, NGSS, health curriculum and identified assessments (ex: Fountas and Pinnell), as determined by student performance, teacher survey, and administrator feedback. This professional development will be provided outside of the school day when possible to reduce the number of days teachers are out of the classroom.	Provide appropriate professional development based on the academic, social emotional, and behavioral needs of our students as determined by student performance, teacher survey, and administrator feedback. This professional development will be provided outside of the school day when possible to reduce the number of days teachers are out of the classroom.	Provide appropriate professional development based on the academic, social emotional, and behavioral needs of our students as determined by student performance, teacher survey, and administrator feedback. This professional development will be provided outside of the school day when possible to reduce the number of days teachers are out of the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,450	9,461	9,650
Budget Reference	5000-5999: Services And Other Operating Expenditures R 4035, Obj 5XXX	R 6500	R 6500
Amount	65,000	27,628	28,180
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures R 0300, Obj 5XXX	R 3310	R 3310
Amount		6,278	6,500
Budget Reference		R 6512	R 6512

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	Specific Schools: Moreland Middle School, Latimer School, Easterbrook Discovery School Specific Grade Spans: 6-8

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Refine STEAM electives at Moreland Middle Schools and Latimer and add STEAM electives to Easterbrook Discovery School (EDS).	Refine STEAM electives at Moreland Middle Schools, Latimer and Easterbrook Discovery School (EDS). We continue to review and expand our STEAM and Project Lead the Way options for our middle school grades.	Finalize the STEAM elective continuum throughout grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	108,159	268,153	273,516
Source	Base		
Budget Reference	R 0000 Obj 1XXX, 3XXX	R 0000	R 0000

Amount	108,160		
Source	Base		
Budget Reference	R 1100, Obj 1XXX, 3XXX		
Amount	108,160		
Source	Base		
Budget Reference	R 1400, Obj 1XXX, 3XXX		

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide sites the flexibility to design intervention programs that meet	Continue to provide sites the flexibility to design intervention programs that meet	Continue to provide sites the flexibility to design intervention programs that meet

their students' needs. Monitor student data to refine intervention programs as necessary.	their students' needs. Monitor student data to refine intervention programs as necessary.	their students' needs. Monitor student data to refine intervention programs as necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	888,653	670,366	683,770
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0300, Obj 1XXX, 2XXX, 3XXX, 4XXX	R 0300	R 0300

Action 9

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Student Groups: GATE [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote differentiated instructional strategies that meet the needs of all students, including students in targeted subgroups, as well as GATE identified students.	Promote differentiated instructional strategies that meet the needs of all students, including students in targeted subgroups, as well as GATE identified students.	Promote differentiated instructional strategies that meet the needs of all students, including students in targeted subgroups, as well as GATE identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	54,197	65,000	66,300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0300, Obj 1XXX, 3XXX	R 0300	R 0300
Amount	10,800	15,339	16,000
Source	Base	Base	Base
Budget Reference	R 0000, Obj 1XXX, 3XXX	R 0000	R 0000

Action 10

Students with Disabilities	Specific Schools: Baker, Country Lane, Payne Specific Grade Spans: TK-5

OR

Actions/Services

	New Action	Modified Action

	Implement special populations curriculum in TK-5 SDC classes to align with current ELA/ELD adoption, Benchmark Advance.	Continue to implement special populations curriculum in TK-5 SDC classes to align with current ELA/ELD adoption, Benchmark Advance.

Budgeted Expenditures

Amount		7,926	8,000
Budget Reference		R 6500	R 6500

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide appropriate training for classified staff, including all intervention aides and special education support staff, in order to ensure quality instruction.	Continue to provide appropriate training for classified staff, including all intervention aides and special education support staff, in order to ensure quality instruction.	Continue to provide appropriate training for classified staff, including all intervention aides and special education support staff, in order to ensure quality instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,337	13,080	13,341
Budget Reference	5000-5999: Services And Other Operating Expenditures R 3010	R 3310	R 3310
Amount	12,694	7,500	7,500
Budget Reference	5000-5999: Services And Other Operating Expenditures R 4203	R 6500	R 6500

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools
Specific Grade Spans: K-2

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide extra duty work days over the summer for primary grade assessments.	Provide extra duty work days over the summer for primary grade assessments.	Provide extra duty work days over the summer for primary grade assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,400	12,283	12,529
Budget Reference	R 0000	R 0000	R 0000

Action 13

All	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Follow the facilities master plan to provide an appropriate learning environment. We will be adding three shade structures to Latimer, Moreland Midde School, and Easterbrook Discovery School.	Follow the facilities master plan to provide an appropriate learning environment.

Budgeted Expenditures

Amount		594,600	
Source		Bond	
Budget Reference		Fund 213	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Goal 2: Ensure effective communication with staff, students, parents, and the community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our identified need is to support students by bridging the home and school connection. Students will experience greater support from parents when parents are aware of school-based activities. This will be achieved by providing adult English classes, utilizing community liaisons, using feedback from the perception survey, and providing different methods of communication. We will analyze our suspension rate, expulsion rate, SARB referrals, chronic absenteeism, drop out rate, and perception survey. Below are the current targets for each of these measures.

Moreland School District serves grades TK-8. Metrics for high school, such as advanced placement passage rate, completion of A-G programs and Career Technical Education (CTE) completion, high school dropout rate and high school graduation rate are not applicable.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (Percent of Total Population)	1.66%	Below 2%	Below 2%	Below 2%
Expulsion Rate (Percent of Total Population)	0.02%	Below 1%	Below 1%	Below 1%
SARB Referrals (Percent of Total Population)	0.29%	Below 1%	Below 1%	Below 1%
Attendance Rate (Percent of Total Population)	96.2%	Above 97%	Above 97%	Above 97%
Chronic Absenteeism (Percent of Total Population)	5%	Below 5%	Below 5%	Below 5%
Dropout Rate (Percent of Total Population)	0%	0%	0%	0%
Biennial Perception Survey (Parents Communication) Local Parent Survey (new survey, no past data)	Parents are informed of school events: 88% Parents are informed of their child's progress: 77%. Parent feel they provide input that impacts decision making at school sites: 82% (New data from 17-18).	The survey is conducted biennially. Parent feel they provide input that impacts decision making at school sites: 82% (New data from 17-18).	Parents are informed of school events: above 90% Parents are informed of their child's progress: 80% Parent feel they provide input that impacts decision making at school sites: 85%	The survey is conducted biennially. Parent feel they provide input that impacts decision making at school sites: 88%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	Specific Schools: Anderson, Baker, EDS, Payne

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Adult English classes for parents at up to 4 sites.	Provide Adult English classes for parents at up to 4 sites.	Provide Adult English classes for parents at up to 4 sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	49,612	50,604
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R0300, Obj 1XXX, 3XXX	R 0300	R 0300
Amount		4,500	4,500
Budget Reference		R 4201	R 4201

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Homeless
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Anderson, MMS, Latimer, Payne

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to utilize community liaisons/translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.	Continue to utilize all community service staff such as community liaisons and translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.	Continue to utilize all community service staff such as community liaisons and translators to bridge the home/school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language, other than English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	241,865	299,534	305,525
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0300, Obj 2XXX, 3XXX	R 0300	R 0300

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Analyze the staff, parent, and student perception survey and use this data to guide the work of the district.	Conduct the staff, parent, and student perception survey to guide the work of the district.	Analyze the staff, parent, and student perception survey and use this data to guide the work of the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,120	0	8,120
Source	Base		Base
Budget Reference	5000-5999: Services And Other Operating Expenditures R 0000		R 0000

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Update network of parents/staff to make personal calls and connections with all parents.	Utilize various methods, technology, and our Public Information Officer to communicate with staff and community.	Utilize various methods, technology, and our Public Information Officer to communicate with staff and community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	51,289	52,315
Source		Supplemental	Supplemental
Budget Reference		R 0300	R 0300
Amount		230,125	233,590
Source		Base	Base
Budget Reference		R 0000	R 0000

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	Unchanged Action
	Keep an updated list of translators and communicate that availability to sites.	Keep an updated list of translators and communicate that availability to sites.

Budgeted Expenditures

Amount		0	0

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

<div align="center">OR</div>

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop a list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.	Update, maintain, and advertise a list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.	Update, maintain, and advertise a list of support services available from within the community and provide this information to parents and staff. Provide guidance to teachers on how to use the list of support services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

Action 7

All

All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Increase safety awareness, preparation, and communication through staff training and available resources to parents.	Increase safety awareness, preparation, and communication through staff training and available resources to parents.

Budgeted Expenditures

Amount		25,000	25,000
Source		Base	Base
Budget Reference		R 0000	R 0000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

Goal 3: Attract, support, and retain exemplary staff by fostering a culture that values and honors staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

In order to ensure student success, all staff need to be supported and recognized for their accomplishments. Staff are successful when they are appropriately placed, provided with meaningful professional development, and compensated for their commitment to the district. This will be measured by staff feedback on the biennial perception survey, employment of highly qualified teachers, access to professional development, and teacher retention.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Biennial Perception Survey (staff recognition and connectedness)	Staff feel recognized for their contribution: 70% Staff sense of belong at the school site: 91%	The survey is conducted biennially.	Staff feel recognized for their contribution: 75% Staff sense of belong at the school site: above 90%	The survey is conducted biennially.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Assignments	100% appropriately and assigned Highly Qualified Teachers	100% appropriately and assigned Highly Qualified Teachers	100% appropriately and assigned Highly Qualified Teachers	100% appropriately and assigned Highly Qualified Teachers
Teacher Retention (excluding retirement and dismissal)	94%	Above 90%	Above 90%	Above 90%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire and retain highly qualified staff, ensuring that all teachers are appropriately	Hire and retain highly qualified staff, ensuring that all teachers are appropriately	Hire and retain highly qualified staff, ensuring that all teachers are appropriately

assigned and fully credentialed in the subject areas and for the students that they are teaching.	assigned and fully credentialed in the subject areas and for the students that they are teaching.	assigned and fully credentialed in the subject areas and for the students that they are teaching.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	35,310	33,000
Source	Base	Other	Other
Budget Reference	R 0001, Obj 1XXX, 3XXX	R 9001	R 9001

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review salaries and adjust as appropriate.	Review salaries and adjust as appropriate.	Review salaries and adjust as appropriate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference			

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All
Students with Disabilities

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide classified staff with compensation for participation in school/district operations during their non- work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.	Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.	Provide classified staff with compensation for participation in school/district operations during their non-work days (such as PBIS, safety planning). Provide compensation for teachers and classified staff to meet to discuss student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	38,608	12,741	13,000
Source		Base	Base
Budget Reference	R 33XX, Obj 2XXX, 3XXX	R 0000	R 0000
Amount	12,014		
Source	Base		
Budget Reference	R 0000, Obj 2XXX, 3XXX		

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Specific Student Groups: Homeless	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.	Review and refine current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.	Review and refine current systems of staff recognition and identify sites that may need additional support to honor individual staff contributions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,600	8,734	8,000
Source	Base	Base	Base
Budget Reference	R 0000, Obj 4XXX, 5XXX	R 0000	R 0000

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.	Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.	Provide Beginning Teacher Support and Assessment (BTSA) for all first and second year teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	94,710	66,257	70,000
Source	Base	Other	Other
Budget Reference	R 0001, Obj 1XXX, 3XXX, 5XXX	R 4035	R 4035

Action 6

<center>OR</center>

Actions/Services

Budgeted Expenditures

Amount			

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

<center>OR</center>

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Conduct the biennial perception survey for staff, students, and parents.	NA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	

Action 8

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Provide cross grade level collaboration during district meeting time.	Provide cross grade level collaboration during district meeting time.

Budgeted Expenditures

Amount		0	0

Action 9

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	Unchanged Action
	Provide teachers with data collaboration days throughout the school year. These days are focused on data analysis of our targeted subgroups for instructional planning.	Provide teachers with data collaboration days throughout the school year. These days are focused on data analysis of our targeted subgroups for instructional planning.

Budgeted Expenditures

Amount		91,156	91,156
Source		Supplemental	Supplemental
Budget Reference		R 0300	R 0300

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 4

Goal 4: Prepare students to become responsible citizens by providing opportunities to develop social responsibility and respect for themselves and their school, community, and world.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The climate and culture of each school needs to be conducive to learning and every school needs to help students become responsible citizens by providing them with opportunities to contribute to their school and community. Research shows that student achievement improves when students are provided with targeted support to improve behavior and connectedness to school. Students will develop improved life skills and social responsibility through PBIS, Project Cornerstone, AVID and counselors providing social skills programs that are implemented at the school sites. Students will benefit from access to health education curriculum at targeted grade levels as outlined in the California Health Education Content Standards.

This will be measured by suspension rate, expulsion rate, chronic absenteeism, drop out rate, and the biennial perception survey.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (Percent of Total Population)	1.66%	Below 2.0%	Below 2.0%	Below 2.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate (Percent of Total Population)	0.02%	Below 1%	Below 1%	Below 1%
Chronic Absenteeism (Percent of Total Population)	5%	5%	5%	5%
SARB Referrals (Percent of Total Population)	0.29%	Below 1%	Below 1%	Below 1%
Biennial Perception Survey (Student Safety and Connectedness)	Students feel safe at school: 74% Students feel a sense of belonging: 69%	The survey is conducted biennially.	Students feel safe at school: 80% Students feel a sense of belonging: 75%	The survey is conducted biennially.
Middle school drop out rate	Middle School Drop out rate is 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| | [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide an inclusive environment for all students through anti-bullying activities, assemblies, Project Cornerstone, PBIS, AVID (at middle school sites), LGBTQ awareness, and conflict resolution practicies.	Continue to provide an inclusive environment for all students through anti-bullying activities (including cyber bullying), assemblies, Project Cornerstone, PBIS, AVID (at middle school sites), LGBTQ awareness, and conflict resolution practices.	Continue to provide an inclusive environment for all students through anti-bullying activities (including cyber bullying), assemblies, Project Cornerstone, PBIS, AVID (at middle school sites), LGBTQ awareness, and conflict resolution practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,032	37,080	37,000
Source	Base	Supplemental	Supplemental
Budget Reference	R 0000, Obj 1XXX, 3XXX, 5XXX	R 0300	R 0300
Amount	18,540	3,000	3,000
Source	Supplemental	Base	Base
Budget Reference	R 0300, Obj 1XXX, 3XXX, 5XXX	R 0000	R 0000
Amount	18,540	12,875	12,875
Source	Base		
Budget Reference	R 1100, Obj 1XXX, 3XXX, 5XXX	R 6500	R 6500

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: Homeless

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Support school sites in celebrating multicultural events and students' diverse cultures.

2018-19 Actions/Services

Support school sites in celebrating multicultural events and students' diverse cultures.

2019-20 Actions/Services

Support school sites in celebrating multicultural events and students' diverse cultures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,000	9,000	9,000
Source	Donations	Donations	Donations
Budget Reference	FD 190 - R 9025, Obj 4XXX, 5XXX	190 - R 9025	190 - R 9025

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Counselors will facilitate social skills group sessions for identified students at all sites.

2018-19 Actions/Services

Counselors will facilitate social skills group sessions for identified students at all sites.

2019-20 Actions/Services

Counselors will facilitate social skills group sessions for identified students at all sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	141,375	145,622	148,500
Source	Base	Base	Base
Budget Reference	R 0000, Obj 5XXX	R 0000	R 0000
Amount	165,808	136,690	139,424
Source	Base	Supplemental	Supplemental
Budget Reference	R 0000, Obj 1XXX, 3XXX	R 0300	R 0300

Amount		96,593	98,525
Budget Reference		R 1100	R 1100

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: Homeless

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue health education including nutrition, sex education, and healthy lifestyles for appropriate grade levels.	Continue health education, including nutrition, sex education, and healthy lifestyles for all students. Promote employee wellness through various activities throughout the school year.	Continue health education, including nutrition, sex education, and healthy lifestyles for all students. Promote employee wellness through various activities throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	11,000	11,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies R 0000	R 0000	R 0000
Amount		60,877	60,000
Source		Supplemental	Supplemental
Budget Reference		R 0300	R 0300

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue with lunch clubs and activities with compensation.	Continue with lunch clubs and activities with compensation.	Continue with lunch clubs and activities with compensation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,028	29,861	30,000
Source	Base	Base	Base
Budget Reference	R 0000	R 0000	R 0000

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Address mental health needs of all student by providing individual and group counseling.	Address mental health needs of all student by providing individual and group counseling.	Address mental health needs of all student by providing individual and group counseling.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	166,640	281,822	287,450
Budget Reference	R65XX, Obj 1XXX, 3XXX, 5XXX	R 6512	R 6512

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Integrate Life Skills into social emotional learning.	Integrate Life Skills into social emotional learning.	Integrate Life Skills into social emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,809	8,348	9,000
Source	Base	Base	Base
Budget Reference	R 0000, Obj 1XXX, 3XXX	R 0000	R 0000

Action 8

All		All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	Provide digital safety lessons using our Common Sense Media scope and sequence for all students as well as cyber-bullying lessons.	Provide digital safety lessons using our Common Sense Media scope and sequence for all students as well as cyber-bullying lessons.

Budgeted Expenditures

Amount		23,850	23,850
Source		Parcel Tax	Parcel Tax
Budget Reference		R 0800	R 0800

Action 9

All		All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Provide comprehensive tiered behavior support to allow students to access the school environment.	Provide comprehensive tiered behavior support to allow students to access the school environment.

Budgeted Expenditures

Amount		421,060	429,400
Budget Reference		R 6500	R 6500
Amount		298,731	304,705
Source		Supplemental	Supplemental
Budget Reference		R 0300	R 0300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,105,204	8.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following are the actions that provide specific support, principally directed, towards our unduplicated students. The amount of money and level of support depends on the number of unduplicated students per site.

Goal 1 Action 3 (school-wide): Provide instructional coaching support to assist schools in meeting the identified needs of students in identified subgroups. This will be done through the role of the instructional coaches and assistant principals. Instructional coaching support will include MTSS coordination, data analysis, curriculum mapping, lesson demonstrations, and instructional support to teachers. This will improve the instructional practices of our teachers to support the identified needs of our unduplicated students. Improved instructional strategies will help us reach Goal #1 in our attempt to close the learning gap.

Goal 1 Action 8 (school-wide): Continue to provide sites the flexibility to design intervention programs that meet their students' needs. Monitor student data to refine intervention programs as necessary. This will increase instructional time for our unduplicated students by providing intervention outside of core academic time for our unduplicated students. This will help us reach Goal #1 in our attempt to close the learning gap.

Goal 1 Action 9 (school-wide): Promote differentiated instructional strategies that meet the needs of all students, including students in targeted subgroups as well as GATE identified students. This will improve the services to our unduplicated students by improving the skill set of our teachers. This will help us reach Goal #1 in our attempt to close the learning gap.

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).

Goal 2 Action 1: Provide adult English classes for parents at up to four sites. This will increase services to our unduplicated students. These English classes will help bridge the home and school gap by improving their understanding of English and the American school system. This will help us reach Goal #2 by improving our communication with families that are typically underrepresented.

Goal 2 Action 2: Continue to utilize all community service staff, such as community liaisons and translators, to bridge the home school gap. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language other than English. This will improve services to our unduplicated students by ensuring families are informed of school events and their child's progress in their native language. This will help us reach Goal #2 by improving our communication with families that are typically underrepresented.

Goal 2 Action 5: Keep an updated list of translators and communicate that availability to sites. Provide community liaison services to the four sites with 15% or more of their student population that speaks the same primary language other than English. This will improve services to our unduplicated students by ensuring families are informed of school events and their child's progress in their native language. This will help us reach Goal #2 by improving our communication with families that are typically underrepresented.

Goal 3 Action 9 (district-wide): Provide teachers with data collaboration days throughout the school year. These days are focused on data analysis of our targeted subgroups for instructional planning. This will improve services for our unduplicated students by identifying the academic needs of our unduplicated students and allow teachers the time to make instructional plans that target these needs. This will help us reach Goal #3 by honoring and supporting team collaboration that is highly valued by our staff.

Goal 4 Action 3: Counselors will facilitate social skills group sessions for identified students at all sites. We will provide more counseling time to the schools that have a higher concentration of unduplicated pupils. This will improve services to our unduplicated students by providing them the social emotional support to navigate peer relationships and overcome environmental barriers. This will help us reach Goal #4 of developing socially responsible and respectful citizens.

These actions adequately address the 8.48% increased or improved services requirement.

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$2,802,014

Percentage to Increase or Improve Services

8.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district is supporting our high need students, unduplicated pupil count of 42.4%, by utilizing a variety of interventions for students at all of our sites. Through data analysis and stakeholder input we identified effective strategies and supplemental curriculum and intervention programs to help them access the Common Core State Standards and raise their overall achievement. We will be providing targeted intervention programs focused on English Language Arts and Math based on district benchmark data, supplemental software licenses to provide individualized learning, collaborative grade level planning days to analyze multiple data points to plan for the unique needs of our targeted subgroups, and an English Language Development summer school for students not progressing on CELDT.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Base funding $34,594,240

Estimated Supplemental fund = $2,802,014

$2,802,014 / $34,594,240 = 8.1%

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).

In Goal 1, we identified specific goals, actions, and expenditures that will be used to meet the specific needs of our English learners, low income students, foster youth, and homeless students. Changes in the 2018-2019 school year include refined intervention support through site flexibiiy, supplemental programs, and a focus on both our newly adopted ELA/ELD and Math curricula. This improved and targeted support will result on improved services for our identified students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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