

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

Clear Creek Elementary School District

Contact Name
and Title

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2017-20 Plan Summary

THE STORY

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

Clear Creek School District is a one school district in rural western Nevada County. We serve on average 150 students from Transitional Kindergarten through eighth grade. Our demographics include 85% White, 10% Hispanic, 4% Multiple Races, and 1% American Indian/Alaskan Native. The district's goal is for the students, staff, and parents to create, sustain, and encourage high quality educational programs for all students. High academic standards in a safe and engaging learning environment will help our mission to prepare students for the future.

LCAP HIGHLIGHTS

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

After a review of the goals from last year, the Site Council recommended that we keep all four goals and not change them. There was talk of combining our Technology Goal with another but the group felt strongly that it needed to be a "stand alone" so its importance was not lost. We feel these goals will continue to keep the high academic standards we have achieved over the years, keep the positive and safe climate for the students, and be able to offer them a wide range of enrichment courses for a well-rounded curriculum.

Our four goals for the year are: Goal 1 – All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to the New California State Standards through instructional practices. Goal 2 – All students will master pre-determined technology literacy skills at their grade level. Goal 3 – Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to: foreign languages, visual/performing arts, computer programming, organizational skills class, and Junior Achievement Program. Goal 4 – We will provide a safe school climate that is conducive to student learning. Students in TK-8 as well as staff will continue to be trained in the *Steps to Respect* and *Olweaus Bullying Prevention* programs. Students in 1st-8th grades will continue to participate in Clear Creek School's *Caught You Being Good* program.

This plan does not include address the following metrics because we are a TK-8 school district: A-G requirements, AP assessments, and EAP assessments.

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

We are most proud our county leading ELA and mathematics CAASPP test scores. We plan to continue this success by allowing the students to become familiar with the mechanics of the test utilizing the online practice tests. We will also continue to work with struggling students (below grade level) in our afterschool Homework Club to help bring them to grade level.

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

Expanding our enrichment classes with reducing funding. Although we were able to add culinary arts, dance, and an introduction to Italian to our enrichment program, there is still a need from our staff, student, and parents to have a Spanish class. We hope to accomplish this by further utilizing community members who have mastery in Spanish and other enrichment topics. Not only does this help meet a need but it also further increases our school-community ties. Besides this strategy, we will also work to secure any grants and alternate funding sources.

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

Although our students did extremely well on both the math and ELA portion of the test, the smallest amount of growth came in ELA – Students with Disabilities. Here our status was medium. Although it was positive growth, we would like to see the gains on par with the other groups (who were high to very high) and all students (very high). In order to address the needs of our students with special needs we use the following in the areas of Language Arts and Reading -

Utilize the state standards resources of the adopted curriculum, SIPPS or Edmark reading and language arts program to support letter and sound identification, and Read Naturally, a reading support program.

In the area of Math: Use resource math materials from such programs as, Mastering math, Math made Easy and Slam Math to support basic math concepts and skills.

INCREASED OR IMPROVED SERVICES

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

We will increase and improve services to low income students. English Learners, and foster youth through maintaining our free afterschool tutoring program that targets these students, aide time in the classroom to assist the students during instruction, remediation programs using SRA and Read Naturally programs in a pull-out model, having our teaching Principal work with this population for 40% of her day, fund a tech position to help students without access to technology at home, and providing the staff with professional development in anti-bullying programs.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,454,937

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

\$633,399

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.

Other general fund expenditures include administrative costs, maintenance and operations, special education and other special programs such as music and Proposition 39 energy efficiency expenditures.

\$1,138,825

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to the New California State Standards through instructional practices.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) 60% of students will score at the "Standards Met" or above on local and/or state assessment in math and language arts.
- 2) Maintain 100% highly qualified teachers with no misassignments.
- 3) Maintain sufficiency in standards aligned instructional materials.
- 4) Maintain EL proficiency rate as determined by CELDT scores.
- 5) Maintain EL reclassification rate as determined by CELDT scores
- 6) Maintain sufficiency in standards aligned instructional material, including ELD standards
- 7) Since Clear Creek School is not a K-8 district, the following metrics are not applicable to our student groups: A-G requirements, AP assessments, and EAP assessments.

ACTUAL

- 1) Goal met – ELA 77%, math 66%
- 2) 100% highly qualified teachers
- 3) All students have access to standards aligned instructional material
- 4) Our only EL student was reclassified RFEP 3/1/17
- 5) Our only EL student was reclassified RFEP 3/1/17
- 6) All students have access to CCSS aligned material, including ELD standards
- 7) NA

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>A) Fully credentialed staff in all classrooms. B) New teachers participate in BTSA. C) Provide Professional Development in the new ELA/ELD curriculum. D) Provide collaboration time aligned with common core instructional strategies, specifically math and language arts. E) Provide CCSS aligned curriculum and materials in ELA/ELD. F) Provide afterschool tutoring. G) Technology enriched curriculum provided to the students that is tied to the state standards</p>	<p>ACTUAL</p> <p>A) 100% full credentialed staff in all classrooms. B) One teacher enrolled in BTSA that will complete Year 2 at the end of the 2016/17 school year. C) We had several Professional Development days throughout the year. This ranged from countywide inservice days to onsite trainings. D) All three of our Buy Back Days and bulk of our PLC time on Friday afternoons were dedicated to collaboration time for this action. E) Purchased ELA/ELD material for K-6 (Journeys). We are currently piloting <i>Collections</i> for grades 7&8 with the plan to purchase over the summer. F) Provided afterschool tutoring for grades 1st-8th four days a week. G) Provided technology enriched curriculum in all subjects. We purchased 25 additional computers and cart so students can access the curriculum at school.</p>
Expenditures	<p>BUDGETED</p> <p>Purchase of new language arts curriculum for 8th. \$34K, RS 0000/OB 4xxx</p> <p>\$620K, RS 0000/OB 1xxx and 3xxx</p> <p>\$5K, RS 0000 / OB 52xx</p>	<p>ESTIMATED ACTUAL</p> <p>A) \$590,000 RS 0000/OB 1xxx and 3xxx, Base B) \$0, Fees paid in 15/16 C) Included with A) D) Included with A) E) \$23,695 RS 0700/OB 4xxx, One-time Mandated Cost Funding F) \$16,185 RS 0000/OB 2xxx & 3xxx, Supplemental G) \$18,023 RS 0000/OB 4xxx, Base</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>A) Provide necessary school supplies for low income students. B) Provide additional assessment and tutoring as needed to increase student achievement in ELA/ELD and math for English learners. C) Provide English learners with an ELD program.</p>	<p>ACTUAL</p> <p>A) All students with a need were supplied fully stocked backpacks provided by the Nevada County Superintendent of Schools office. B) English learners were given priority in our afterschool tutoring program. Additional assessments were not needed as the CELDT results showed all of our ELL students were</p>
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Expenditures

D) Provide technology and software support for language based programs for English Learners.
 E) Provide additional tutoring in core subjects for foster youth.
 F) Provide additional tutoring for low income pupils.
 G) Provide additional assessment and tutoring as needed to increase student achievement in ELA and math for our redesignated fluent English proficient pupils.
 H) Technology and software support for language based programs for our redesignated fluent English proficient pupils.

able to be reclassified as FEP.
 C) The recently adopted *Journeys* ELA program has an extensive ELD component. Teachers were trained in this during our inservices.
 D) Although our ELA/ELD program came with software and our technology director is able to provide support, none of our students needed this during the school year.
 E) Additional tutoring was provided by the Nevada County Superintendent of Schools office as well as our afterschool tutoring class.
 F) Afterschool tutoring was provided to all low-income pupils on our afterschool tutoring class four days a week.
 G) Additional assessment was provided as needed with embedded curriculum in our new ELA/ELD program. Additional tutoring was also provided in our afterschool tutoring program.
 H) Although our ELA/ELD program came with software and our technology director was able to provide support, not of our students needed this during the school year.
 I) Additional Instructional Aide was provided at 2.5 hours per day.

BUDGETED
 ELD resources for new curriculum. Supplemental Funds
 \$800, RS 0000/OB 4xxx
 Homework Club, Supplemental Funds
 \$3,200, RS 0000/OB 2xxx and 3xxx
 Additional Instructional Aide Support. Supplemental Funds
 \$28,646 RS 0000/OB 2xxx and 3xxx

ESTIMATED ACTUAL
 A) \$0
 B) Included with Action 1, Item F
 C) Included with Action 1, Item E
 D) \$0
 E) Included with Action 1, Item F
 F) Included with Action 1, Item F
 G) Included with Action 1, Items E and F
 H) Included with Action 1, Item E
 I) \$10,392 RS 0000/OB 2xxx & 3xxx, Supplemental

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of our actions/services to achieve the Goal 1 went very well. Based upon parent, student, and staff input, this process went smoothly and results seem to show its effectiveness. We had a great deal of success as evident by our state testing scores. The challenge will be to perform at such a high-level year after year as a small school's scores can be altered by a handful of student's performance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Based upon our statewide test scores, we were very successful in improving our ELA and math proficiency scores. The goal is now to improve upon those scores using the strategies we developed and implemented throughout the year. We were pleased with results from all groups of pupils.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the actual actions were not originally budgeted for. Additionally, many services were provided at no additional cost to the district (professional development). After school tutoring provided was less cost than anticipated. Language arts curriculum cost was less than anticipated. Additional instructional aide was provided at less cost than 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.	The only change to this goal was the addition of implementing the Next Generation Science Standards in the upcoming years. It is stated in Goal 1. In the first metric we dropped Khan Academy, student portfolios, and EL reclassification under the heading "Formative and summative assessment". The steering committee for the LCAP felt we needed to concentrate on CAASPP testing only. Khan Academy and student portfolios will still be used in the classes, but not as a formal metric. In the case of EL reclassification, it was stated as a separate metric. In the "Expected Annual Measurable Outcomes" we dropped the first one (60% of students will score at the "Standards Met" or above on local and/or state assessment in math and language arts) because we have surpassed that goal in both math and ELA state testing. We modified it on first metric to say the students will increase by 2% each year on state testing instead. On the "Actions and Services" section we combined several actions that were funded under the same object code. However, nothing was dropped from this year to next.

Goal 2

All students will master pre-determined technology literacy skills at their grade level.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1) 90% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them.

2) 70% of students will master all computer use skills at their grade level as outlined in the school technology plan.

ACTUAL

1) In classroom observations and grade level checks, 90% of the students were successful in this goal. We purchased an additional computer cart with 25 computers to give us a total of 3 carts and 75 computers. This has allowed more access to the students to achieve this goal.

2) 70% of the students met their grade level skill goal.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

We will use the Clear Creek Technology Plan to guide our technology instruction to staff and students, update equipment and infrastructure, as well as testing for success of the plan.

ACTUAL

We accomplished this by using the Technology Plan to guide our technology instruction. We updated our equipment and infrastructure by purchasing 25 new student computers, putting in new wireless access points, upgrading to a T1 line and the ports to match the new system.

Expenditures

BUDGETED

\$5,000 RS 0000 / OB 4xxx and 58xx
\$2,500 RS 0000/OB 4xxx and 58xx

ESTIMATED ACTUAL

Included with Goal 1, Action 1, Item G

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.

Each teacher used the grade level specific metrics in the Technology Plan to drive technology instruction at their grade level. Having one more mobile cart of 25 computers allowed much greater access to the students to achieve these metrics.

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

The actions/services seemed to be quite effective based on the actual outcomes stated above.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More dollars were spent on student computers and wireless upgrades than 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.

There were no changes made to this goal. In the metrics, we dropped three of them for the following reasons – “Evaluation of effective teacher usage of technology in the classroom to teach Common Core” because we had no effective tool to measure this; “Standards aligned instructional materials” and “Performance on SBAC test” because they were addressed in Goal 1. In the “actions and services” section we deleted the last sentence – “The Technology Plan was reviewed and approved by the Site Council, Parent Teacher Club, and the school board.”. The reason for this is it wasn't an action or a service, just a statement.

Goal 3

Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to: foreign languages, visual/performing arts, computer programming, organizational skills class, and the Junior Achievement Program.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Music, drama, choir, computer programming, robotics, and foreign language classes offered to grades 1-8 as determined by the LCAP.
- 2) Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.

ACTUAL

- 1) We were able to offer music, drama, choir, and an introduction to Italian. Culinary arts was added as that came out as a need in our LCAP survey from last year.
- 2) All subgroups and special needs students were given the same access to a broad course of study. Pullout times were scheduled around these opportunities.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED</p> <p>We will carve out enrichment periods for students. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of quality instructors.</p>	<p>ACTUAL</p> <p>We were successful in carving out enrichment periods for the students. We added choir afterschool on Fridays for all students this year. Courses are very dependent upon the teachers' skills and volunteers they may find.</p>
Expenditures		<p>BUDGETED</p> <p>\$10K RS 0000/OB 1xxx and 3xxx</p>	<p>ESTIMATED ACTUAL</p> <p>\$0 Choir instruction was provided at no cost to the district.</p>

ANALYSIS

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

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

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

At the beginning of the school year the teachers got together to see how we can add enrichment classes for the students. This year we were able to add some different classes that the students asked for in the LCAP survey; such as culinary arts. Time and qualified instructors are the two biggest factors in this. We have been able to carve out time in all grades for this goal and have been successful in finding qualified instructors for most of the enrichment classes.

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

This goal has been very successful (based on student and staff input) and fairly inexpensive to implement. The only difficulty in achieving all the actions/services has been finding qualified instructors. The areas we haven't been able to teach are Spanish and robotics. These two classes are always on our list and we are constantly looking for ways to provide them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no additional costs to the district to provide these services.

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.

No changes were made to this goal. In the metrics, we defined how the facilities would be gauged, changed the wording from "reduced" to "below or at 2%" for suspension rates, changed the wording from "reduced" to "zero" for expulsion rates, added "at or above 96%" for school attendance rates, added "below 3%" for chronic truancy, and added "0%" for the dropout rate.

Goal 4

We will provide a safe school climate that is conducive to student learning. Students in K-8 as well as staff will continue to be trained in the Steps to Respect and Olweus Bullying Prevention programs. Students in 1st-8th grades will continue to participate in Clear Creek School's *Caught You Being Good* program.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Maintain and monitor Exemplary/Good overall ratings in facilities review
- 2) Maintain suspension rates to less than 2%.
- 3) Maintain expulsion rates at 0%.
- 4) Maintain school attendance rates at or above 96%.
- 5) Maintain chronic absenteeism rate at less than 3%.
- 6) Maintain 0% drop out rate every year.
- 7) Maintain parent participation, including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.
- 8) Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: HS graduation rates, HS dropout rates.
- 9) Maintain yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.

ACTUAL

- 1) Maintained Exemplary/Good facilities rating. Replaced five aging HVAC units and a leaking classroom window.
- 2) Suspension rate was at 0% as of 5/1/17.
- 3) No expulsions as of 5/1/17.
- 4) School attendance rate at P2 was 96.2%.
- 5) Chronic absenteeism rate was 4%.
- 6) Zero percent dropout rate this year.
- 7) Maintained parent participation for all areas throughout the year.
- 8) N/A
- 9) Maintained monthly Site Council meetings; implemented the CHKS survey to students, parents and staff; all teachers held parent conferences and student conferences.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Students in K-8 th as well as staff will continue to be trained in the Steps to Respect and Olweus Bullying Prevention program.	ACTUAL Students were trained in all grades throughout the year in both programs. Staff did not train again this year but will next year.
Expenditures	BUDGETED Programs provided by the Nevada County Superintendent of Schools Office. At this time there is no cost to the district.	ESTIMATED ACTUAL Programs were provided by the Nevada County Superintendent of Schools Office.

Action **2**

Actions/Services	PLANNED Students in 1 st -8 th grades will continue to participate in Clear Creek School's <i>Caught You Being Good</i> program.	ACTUAL The <i>Caught You Being Good</i> program continued for all grades with weekly drawings for a \$5 gift certificate for the Bookseller. Students were eligible for the program by a staff member catching them doing something good when not prompted and then they received a ticket to go in the weekly drawing.
Expenditures	BUDGETED \$200 RS 0000/OB 4xxx	ESTIMATED ACTUAL \$120 RS 0000/OB 4xxx

Action **3**

Actions/Services	PLANNED Continue to maintain and update facilities as needed.	ACTUAL Maintained facilities and purchased new HVAC units utilizing Proposition 39 funding.
Expenditures	BUDGETED \$7,000 RS 0000/OB 4xxx and OB 5xxx	ESTIMATED ACTUAL \$8,258 RS 0000/OB 4xxx \$53,875 RS 6230/OB 6xxx

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	This is a goal that the entire staff participated in. We take bullying very seriously and feel that students are less likely to bully or be bullied if they have the common language through all grades. It has been highly effective and we will continue with this goal. In regard to the <i>Caught You Being Good</i> program, this has also been highly successful and easy to implement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Based upon our CHKS survey results for this year, this goal was effective. Because the <i>Caught You Being Good</i> program has weekly drawings for positive student behavior, the students are constantly exposed to the program and its rewards
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Proposition 39 expenditures were not originally listed but added to the goal of meeting this action item.
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 made grammatical changes to this goal as well as identifying the tool that we would use to determine the conditions of our facility. Goal 4, Action 3 was left out because it's included in the base program.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

We involved all stakeholders in the planning process for the LCAP/Annual Review and Analysis as the school year progressed. Here is a timeline of each interaction, including the group contacted and the purpose. 11/1/16 – Staff meeting to go over implementation of current LCAP goals. 1/10/17 – School board update on current LCAP goals. 2/14/17 – Follow up update on current LCAP goals. 2/27/17 – LCAP survey for progress on current goals and input for next year’s goals sent out electronically to all parents and staff. 3/1/17 – Staff meeting for our final review of the current year goals and overall input for the new goals. 3/10/17 – Follow up call to remind our parents to complete the online LCAP survey. 3/13/17-3/24/17 – Staff and student online LCAP surveys conducted. 3/14/17 – Public input at board meeting for next year’s LCAP. 3/23/17 – Follow up phone call with parent who requested a call on their survey response regarding thoughts on next year’s LCAP. 3/28/17 – Site Council meeting to review LCAP survey results and start to work on goals for next year. Staff bargaining units also reviewed the LCAP. 4/18/17 – Public input at board meeting for next year’s LCAP. 4/25 – Site Council review of goals for next year. 5/3 – Goals review at staff meeting. 5/9 – Goals review with school board and public comment. 5/22 – final draft to Site Council for approval; no comments made so no written response by the Superintendent needed. 6/12 – final parent and community input at board meeting. 6/19 – final board approval of LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received from all our stakeholders is the driving force for the LCAP (minus all the required spending that is anything but local control). A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the *Eight State Priorities*. As a result of our collaborative effort, the following broad student priorities continue to be incorporated into our plan:

- Academic achievement
- Technology literacy
- Enrichment opportunities beyond core curriculum
- Positive behavior intervention/social skills

Specifically, the Parent Advisory Committee meetings once again yielded the importance of enrichment classes in the upper grades (foreign languages, visual/performing arts, and coding). Offering visual/performing arts is still a priority for grades K-5.

The LCAP was updated using all the feedback gathered in the meetings and survey results. There was, once again, a unanimous consensus that we continue the four goals from last year. It was found that we need to find a way to bring STEAM related classes, such as coding into the classroom, either by training our teachers or finding volunteers. The staff also would like an all staff refresher course in our two anti-bullying programs. This is found in Goal 3, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

All students will continue to improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to the California State Standards. We will begin implementing the Next Generation Science Standards.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Based on the latest CAASPP scores there is room for improvement in getting all students to “standards met” and/or “exceeded”.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>The number of students in grades 3-8 that achieve “standards met” or “exceeded” on CAASPP testing will increase by 2% or more each year.</u>	<u>ELA – 77%</u> <u>Math – 66%</u>	<u>ELA – 79%</u> <u>Math – 68%</u>	<u>ELA – 81%</u> <u>Math – 70%</u>	<u>ELA – 83%</u> <u>Math – 72%</u>
<u>Highly qualified teachers, no teacher misassignments.</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Standards aligned instructional materials.</u>	<u>All students will have standards aligned instructional materials to support</u>	<u>All students will have standards aligned instructional materials to support implementation of</u>	<u>All students will have standards aligned instructional materials to support implementation of</u>	<u>All students will have standards aligned instructional materials to support implementation of CCSS</u>

	implementation of CCSS standards, including ELD standards.	CCSS standards, including ELD standards.	CCSS standards, including ELD standards.	standards, including ELD standards.
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL's increasing one level per year on the CELDT test	100%	100%	100%	100%
EL reclassification rate will be 100% by 8th grade for eligible students.	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Fully credentialed staff with collaboration time aligned with California Standards for instructional strategies. Providing California Standards aligned curriculum and materials, including enriching technology.	Fully credentialed staff with collaboration time aligned with California Standards for instructional strategies. Providing California Standards aligned curriculum and materials, including enriching technology.	Fully credentialed staff with collaboration time aligned with California Standards for instructional strategies. Providing California Standards aligned curriculum and materials, including enriching technology.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$528,399	Amount: \$554,819	Amount: \$582,560
Source: Base	Source: Base	Source: Base
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Amount	\$30,000	Amount	\$5,000	Amount	\$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development in new ELA/ELD Curriculum.	Provide professional development in new ELA/ELD Curriculum.	Provide professional development in new ELA/ELD Curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$0	Amount	\$0	Amount	\$0
Source	Included with Action 1	Source	Included with Action 1	Source	Included with Action 1
Budget		Budget		Budget	

Reference

Reference

Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development in bullying prevention.	Provide professional development in bullying prevention.	Provide professional development in bullying prevention.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$2,000"/>	Amount <input type="text" value="\$2,000"/>	Amount <input type="text" value="\$2,000"/>
Source <input type="text" value="Supplemental"/>	Source <input type="text" value="Supplemental"/>	Source <input type="text" value="Supplemental"/>
Budget Reference <input type="text" value="Other Operating"/>	Budget Reference <input type="text" value="Other Operating"/>	Budget Reference <input type="text" value="Other Operating"/>

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide additional certificated instructional support during the school day for remediation for language Provide additional instructional aide support during the school day Provide after school tutoring; Provide necessary school supplies to low income pupils; Provide EL support to English Learners; Provide technology and software support for language based programs for EL and FELP students	Provide additional certificated instructional support during the school day for remediation for language Provide additional instructional aide support during the school day Provide after school tutoring; Provide necessary school supplies to low income pupils; Provide EL support to English Learners; Provide technology and software support for language based programs for EL and FELP students	Provide additional certificated instructional support during the school day for remediation for language Provide additional instructional aide support during the school day Provide after school tutoring; Provide necessary school supplies to low income pupils; Provide EL support to English Learners; Provide technology and software support for language based programs for EL and FELP students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$38,500"/>	Amount <input type="text" value="\$40,425"/>	Amount <input type="text" value="\$42,446"/>
Source <input type="text" value="Supplemental"/>	Source <input type="text" value="Supplemental"/>	Source <input type="text" value="Supplemental"/>

Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits
Amount	\$17,000	Amount	\$17,850	Amount	\$18,750
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits
Amount	\$12,500	Amount	\$13,125	Amount	\$13,780
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits
Amount	\$500	Amount	\$500	Amount	\$500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies
Amount	\$0	Amount	\$0	Amount	\$0
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Services will be provided as needed	Budget Reference	Services will be provided as needed	Budget Reference	Services will be provided as needed
Amount	\$0	Amount	\$0	Amount	\$0
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Services will be provided as needed	Budget Reference	Services will be provided as needed	Budget Reference	Services will be provided as needed

New Modified Unchanged

Goal 2

All students will master pre-determined technology literacy skills at their grade level.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A comprehensive plan of technology use in the classroom by teachers and grade level benchmarks for computer literacy per the Technology Plan at all grade levels based on stakeholder feedback.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Highly qualified teachers.</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Assessment of student's technology skills as defined by grade level outcomes per the Technology Plan.</u>	<u>90% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 70% of students will master all computer use skills at their grade level as outlined in the school technology plan.</u>	<u>92% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 72% of students will master all computer use skills at their grade level as outlined in the school technology plan.</u>	<u>94% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 74% of students will master all computer use skills at their grade level as outlined in the school technology plan.</u>	<u>96% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 76% of students will master all computer use skills at their grade level as outlined in the school technology plan.</u>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Following the Clear Creek School Technology Plan we will provide instructional technology support.	Following the Clear Creek School Technology Plan we will provide instructional technology support.	Following the Clear Creek School Technology Plan we will provide instructional technology support.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,200	Amount: \$4,410
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Classified Salaries and Benefits	Budget Reference: Classified Salaries and Benefits	Budget Reference: Classified Salaries and Benefits

New

Modified

Unchanged

Goal 3

Students in grades 1st-8th will have the opportunities to participate in enrichment classes such as, but not limited to –

- Foreign Languages
- Visual/performing arts
- Coding
- Junior Achievement Program
- Organizational Skills Program

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Varied and changing enrichment classes to complement our core curriculum during daily instructional time in the regular school day based on stakeholder feedback.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Student, parent, and staff surveys to measure success and importance of enrichment classes.</u>	<u>100% of students, parents, and staff sent surveys. 100% student and staff result, 33% parent return rate.</u>	<u>100% of students, parents, and staff sent surveys. 100% student and staff result, 40% parent return rate.</u>	<u>100% of students, parents, and staff sent surveys. 100% student and staff result, 50% parent return rate.</u>	<u>100% of students, parents, and staff sent surveys. 100% student and staff result, 60% parent return rate.</u>
<u>Highly qualified instructors.</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Access to a broad course of study across the curriculum.</u>	<u>100% of students, including unduplicated populations and those with exceptional needs.</u>	<u>100% of students, including unduplicated populations and those with exceptional needs.</u>	<u>100% of students, including unduplicated populations and those with exceptional needs.</u>	<u>100% of students, including unduplicated populations and those with exceptional needs.</u>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Enrichment periods, including STEAM related classes, will be carved out of the schedule and taught by teachers or by specialists (under teacher supervision). Classes will be determined yearly by the LCAP survey and the availability of quality instructors.	Enrichment periods, including STEAM related classes, will be carved out of the schedule and taught by teachers or by specialists (under teacher supervision). Classes will be determined yearly by the LCAP survey and the availability of quality instructors.	Enrichment periods, including STEAM related classes, will be carved out of the schedule and taught by teachers or by specialists (under teacher supervision). Classes will be determined yearly by the LCAP survey and the availability of quality instructors.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: Included with Goal 1, Action 1	Source: Included with Goal 1, Action 1	Source: Included with Goal 1, Action 1

Budget
Reference

Budget
Reference

Budget
Reference

New

Modified

Unchanged

Goal 4

We will provide a safe school climate that is conducive to student learning.

Students and staff in all grades will continue to use and be trained in the *Steps to Respect* and *Olweus Bullying Prevention* Programs. Students in 1st-8th grades will continue to participate in Clear Creek School's *Caught You Being Good* Program.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Maintain a positive behavior program to support a safe and nurturing environment based on stakeholder feedback.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Yearly LCAP and CHKS surveys to students, parents, and staff; parent conferences and student conferences.</u>	<u>100% of targeted audience surveyed. All parents and students given opportunity to conference.</u>	<u>100% of targeted audience surveyed. All parents and students given opportunity to conference.</u>	<u>100% of targeted audience surveyed. All parents and students given opportunity to conference.</u>	<u>100% of targeted audience surveyed. All parents and students given opportunity to conference.</u>
<u>Well maintained facilities as determined by the Facility Inspection Tool.</u>	<u>Exemplary rating.</u>	<u>Exemplary rating.</u>	<u>Exemplary rating.</u>	<u>Exemplary rating.</u>
<u>Maintain suspension rates at or below 2%.</u>	<u>Less than 2%.</u>	<u>Less than 2%.</u>	<u>Less than 2%.</u>	<u>Less than 2%.</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Maintain expulsion rate at 0%.</u>	<u>0% expulsions</u>	<u>0% expulsions</u>	<u>0% expulsions</u>	<u>0% expulsions</u>
<u>Maintain school attendance rates at or above 96%.</u>	<u>Above 96%</u>	<u>Above 96%</u>	<u>Above 96%</u>	<u>Above 96%</u>
<u>Maintain chronic absenteeism rate below 3%.</u>	<u>4%</u>	<u>Below 3%</u>	<u>Below 3%</u>	<u>Below 3%</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Maintain 0% drop out rate.</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
<u>Maintain parent participation, including our special needs and parents of significant subgroup populations through conferencing, surveys, and intake meetings.</u>	<u>Reached 100% of all parent groups. Maintained a subcommittee on the Site Council for EL and Title 1 students.</u>	<u>Reach 100% of all parent groups. Maintain a subcommittee on the Site Council for EL and Title 1 students.</u>	<u>Reach 100% of all parent groups. Maintain a subcommittee on the Site Council for EL and Title 1 students.</u>	<u>Reach 100% of all parent groups. Maintain a subcommittee on the Site Council for EL and Title 1 students.</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students in K-8 grades, as well as staff, will continue to be trained in the Steps to Respect and Olweus Bullying programs. Students in grades TK-8 will continue to participate in Clear Creek School's "Caught You Being Good" program.	Students in K-8 grades, as well as staff, will continue to be trained in the Steps to Respect and Olweus Bullying programs. Students in grades TK-8 will continue to participate in Clear Creek School's "Caught You Being Good" program.	Students in K-8 grades, as well as staff, will continue to be trained in the Steps to Respect and Olweus Bullying programs. Students in grades TK-8 will continue to participate in Clear Creek School's "Caught You Being Good" program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount: \$500	Amount: \$500
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget: Materials & Supplies	Budget: Materials & Supplies	Budget: Materials & Supplies

Reference

Reference

Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$68,141

Percentage to Increase or Improve Services:

6.36 %

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](#)).

Additional services such as tutoring, technology support, materials and supply purchases are all principally directed at our low income, English Learner and Foster Youth students. However, all services can be utilized by all of our students due to our size and low numbers of English learners, low income students, and foster youth. A prime example of this would be our afterschool Homework Club used for tutoring. The above groups have priority in attendance but their numbers are low so we can allow other students in the program. All the students benefit from this program.

Because we are a small school district with one school, we have determined it is most effective to use the funds on an LEA wide basis.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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