Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Redding School of the Arts Columbia Elementary School District		
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2017-20 Plan Summary

THE STORY

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

Redding School of the Arts (RSA) is in the city of Redding located in Northern California just south of Shasta Lake nestled between the Cascades and the Trinity Alps. Redding School of the Arts is a K-8 visual and performing arts charter school. The school believes when it comes to young minds, the arts enrich, expand and prepare students to become vibrant, fully contributing members of their communities and the larger society. Children engaged in music and arts programs not only do better in other academic subjects than children not engaged in the arts, but also have better attendance, increased self-esteem, and cooperate more fully with teachers and peers.

Additionally, Redding School of the Arts is the only school in the far Northern California region to offer a Mandarin immersion program for its primary grades. RSA serves families that desire a standards-based visual and performing arts program in addition to rigorous academics which includes the option of a Mandarin immersion program. RSA offers a standards-based interdisciplinary program based on a three year rotation of history themes. Each year the entire school studies the same history themes from different grade level specifics, scaffolding knowledge for subsequent years, and creating a strong culture of unity. One unique draw to RSA is its Theme Days. Theme Days are celebrated by the entire school, K-8, along with parents and community members. On these days students are engaged in learning into and through the history curriculum. For example, Renaissance Theme Day involved the students in the pageantry of a royal court, authentic music and dance from the time period along with games and activities of the Renaissance. Students learned about archery by shooting real arrows, built replica catapults, completed a quest, played backgammon and badminton, danced the Maypole dance and sampled food. Theme Days are held twice yearly, in the fall a science focused theme and in the spring a history focused theme. Many Theme Days are supported by community members interested in sharing their love of history or science with our students; community musicians, artists, actors and re-enactors have participated in RSA's Theme Days.

A second unique aspect of RSA is our assemblies. Assemblies are usually held twice a month and feature the talents of students. Assemblies are attended by students, staff, parents and grandparents. Students sing original songs that promote RSA values and these songs are sung over and over so that all new students can learn them as well. Many assemblies involve show casing student talent from music classes as well as elective music,

chorus and dance classes. Students look forward to assemblies as they enjoy watching their peers perform and can actually participate in the assembly. Often you will find students singing and dancing in their seats, and many come out of their seats to join hands with other grade level students for the traditional closing song "Side by Side". This type of active participation is encouraged, indeed you will see teachers singing and swaying with the students to "Side by Side". Assemblies are also used to recognize students who have exemplified RSA values in the class and on campus and teachers give them "Gotcha" awards. Character traits are also recognized and awards given monthly to nominated students.

Due to the nature of RSA's charter as a visual and performing arts school, its enrollment has remained steady while also maintaining waiting lists.

Ethnicity	percentage	Subgroups	Percentage
Latino	8%	Low Income	29%
American Indian	1%	English Learners	2%
African American/Black	1%	Foster Youth	<1%
Asian	5%	Homeless Youth	<1%
White	71%	% Unduplicated or High Need	1%
Multiple	11%		
Missing	3%		

LCAP HIGHLIGHTS

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

RSA has developed two overarching goals for our students that address these objectives:

- Develop, monitor and implement Student Learning Objectives;

- Fully implement the EL instructional strategies in the English Language Arts Curriculum (Wonders and Reach) to meet the language acquisition needs of our EL population;

- Explore NGSS curriculum and make recommendations;

- Continue use of assessment data to focus instruction in academic areas;

- Continue involvement in the community through a variety of art and performance-based programs;

- Implement, monitor and periodically review 2017-2018 LCAP Goals;

- Implement and monitor the Positive School Climate Program.

Our first goal is Academic Excellence for all students: Provide basic services to implement California common core content and performance standards. The students at RSA will participate in daily instruction that demonstrates academic excellence and has measurable progress towards main core content areas, Mathematics and English Language Arts., Student Progress will be measured by one year's growth for low income and EL students in basic math and reading skills based on NWEA testing for grades 3-8.
Actions include:

- Access to and implementation of new ELA common core curriculum including EL instructional strategies in grades Kinder through eighth,

- Use of technology for instructional purposes and to enable students to complete assignments, remediate instruction and build fluency,

- Provided training for teachers in use of data to be able to focus instructional needs, reviewing past progress and attendance,

- Student use of computer lab after school as a drop in with a paraprofessional three days a week; priority given to El and low economic students but available for all students,

- Access to tutoring before and after school services with designated staff member,

- Provide additional support services through use of classroom paraprofessionals to accelerate English development and increase reading/writing skills for EL students and other struggling students.

- Teachers will attend ELA curriculum or other PD that focus on differentiated instruction and regularly meet as PLC to implement and collaborate on increasing student achievement.

The second goal, cultivating students to be participants and leaders in the twenty-first century, focuses instruction and activities on students to be participants and leaders as measured by student engagement in VAPA, cultural events, intramural sports/camps, student council, educational field trips, or outside interest and measured by responses in spring student survey. The following actions/services addressed the identified needs and achievement for the second goal:

- Decrease truancy specific to unexcused tardies and absences by 9% (goal met)

- Dean of Students will oversee the implementation of the social skills training through a classroom educational program, Second Step for grades kinder – fifth. She will work with the middle school teacher to implement appropriate social and emotional support programs specific to the needs of middle school students,

- Offer a variety of school connections for the students such as Math Counts, intramural sports, cross country, competing choirs and orchestra and basketball camp; Increase in intramural sports overall of 14%. Scholarships offered to low income families.

- Offer families connections at school through activities such as fall camp out, skate night, two movie night and 2 elective evening performances.

The following information (e.g., quantitative and qualitative data/metrics) was shared, examined or reviewed as progress toward goals in the annual updates and quarterly updates :

- Stakeholder meetings – governing Board, Parent Teacher Council, Theater Booster Club, Staff meetings;

- RSA News Letters

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	RSA's greatest performance was related to Common Core English Language Arts with the implementation of new curriculum. Teachers received new curriculum and training for using the new resources to provide instruction and monitor growth in grades Kinder through fifth. Although this was an initial year for using the new curriculum, teaching staff indicated that they successfully used the new Wonders in Grades Kinder through first and Reach for grades two through fifth. The curriculum offered an online component that enhanced access to language development for the English Learners.
	Although Middle School Educational program did not buy new English Language Arts curriculum, teachers ensured students accessed primary source documents, periodicals and novels related to Social Science Units. The middle school teachers worked as a PLC using the English/LA Common Core standards that incorporated Science and Social Studies.

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	RSA has no state performance indicators for this year. However, using the school's local performance indicators (CBM, NWEA, LEXIA, prior year CAASPP scores), Math fluency and developing written responses to performance tasks as indicated on CAASPP are areas that continue to be addressed for all student groups. Additionally, during grade level meetings teachers discussed incorporating fluency tasks within the daily instruction time. In March the school piloted an online remediation program which was used in grades 5, 6 and 7. Many of the students show satisfactory progress with regular use over a 3 month period. The second area identified with our local performance testing was in the area of reading for information using non-fiction sources targeting 3rd and 4th grade.

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	RSA has no state performance indicators for this year. However, using the school's local performance indicators, Math fluency and developing written answers for performance tasks as indicated on CAASPP are areas that continue to be addressed for all student groups. Additionally, during grade level meetings teachers discussed incorporating fluency tasks within the daily instruction time. In March the school piloted an online remediation program which was used in grades 5, 6 and 7. Many of the students show satisfactory progress with regular use over a 3 month period.
	The second area identified with our local performance testing was in the area of reading for information using non-fiction sources targeting 3rd and 4th grade.

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.

Although the number of English Learner population is not represented on the state dashboard, RSA has implemented several online remediation programs in the previous year with success that supported the development of reading and writing skills of our EL population in addition to meeting with designated personnel to receive direct instruction for language acquisition and monitor reading and writing progress. Our EL students have made significant progress since entering US schools using this support system. In addition to maintaining support for the elementary EL students, RSA will be transitioning support services to accessing middle school curriculum in Science, Mathematics and English Language Arts. Extra support will be provided to continue language acquisition skills using designated personnel and modified curriculum.

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	$4,333,654.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$217,893.00

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

Administrative salaries, classified support salaries, operational activities (insurance, retirement, educational licenses, etc.), and facility costs are not included in the LCAP.

$4,645,245	Total Projected LCFF Revenues for LCAP Year

Annual Update

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	N/A

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	**ACTUAL**

ACTIONS / SERVICES

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

Action	**1**		
Actions/Services	PLANNED		ACTUAL
Expenditures	BUDGETED		ESTIMATED ACTUAL

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.	
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.	
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.	

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?

RSA consulted with the Shasta County Office of Education by attending several planning sessions to monitor student progress. Three RSA administrators and two teachers attended 2 workshops provided by the state to gain a better understanding of the new dashboard reporting system. Additionally, one administrator and the Students Attendance Information Administrative Assistant participated in an online workshop to ensure that all areas of student data were gathered. The Instructional Leadership team (ILT), composed of 1 middle school teacher, Independent Study Coordinator, 1 elementary teacher, Dean of Students, Director of Business and Executive Director, met seven times during the year to review needs of the school and student progress being made toward LCAP goals using the NWEA fall and winter tests results. The ILT presented information quarterly such as CAASPP testing results, SARC, and review of LCAP goals. Presentations were made to various parent stakeholder groups and the RSA Governing Board for input and review of progress towards goals. Teachers reviewed their students' quarterly testing data with parent, student and as PLC teams. Student Council Advisor and student council reviewed activities and plans with Dean of Students to support leadership opportunities and school wide successes.

IMPACT ON LCAP AND ANNUAL UPDATE

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

RSA Instructional leadership team, comprised of Business Administrator, School Executive Director, Dean of Students, four teachers, along with several parent stakeholder groups have worked together to review 2016-17 information. Additionally, spring surveys were sent out and initially reviewed to gather input from parents/community, students and staff to determine results for 2016-17 and needs for 2017-18. Teachers designed and will be attending summer professional developments to better serve our students in making 1 year's growth in both mathematics and English Language Arts using data driven instruction. PLC identified areas that needed additional attention or staffing support to ensure student progress. All stakeholders provided feedback for continued use of support services or suggestions for modifications to the instructional program such as online programs to provide extra support and differentiated practice for students.

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	Academic excellence for all students; improve student achievement and performance.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Students at RSA will demonstrate academic excellence and measurable progress in Mathematics and English Language Arts core content areas through an interdisciplinary approach to learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services - Pupils have sufficient access to standards-aligned instructional materials	100% of students have access.	Maintain		
Priority 1 Basic Services - Appropriate Teacher Placement/Credential	100% of teachers appropriately assigned and credentialed.	Maintain		

Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects	Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and other supporting materials for CC standards were used as evidenced through PLC meeting notes.	Maintain		
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use of SDAIE and CC Textbooks with EL supporting materials for CC standards were used as evidenced through PLC meeting notes. .	Maintain		
Priority 4 Pupil Achievement - Statewide assessments CAASPP	Baseline results for CAASPP & Anticipated participation rate for CAST field test. School wide results for 2017 ELA: 56% of students met or exceeded standards; 21% did not meet standard MATH: 43% of students met or exceeded standards; 26% did not meet standard.	Students not meeting standard on CAASPP will decrease by 1%. 80% of students will participate in 2018 CAST field test.		

Priority 4 – Pupil Achievement –EL reclassification rate	14% of EL were reclassified as FEP based on CELDT	2% of EL will show progress towards FEP in one or more CELDT (ELPAC) sub categories.		
Priority 7 – Course Access - Programs and services developed and provided for unduplicated pupils and individuals with exceptional needs	80% of students with exceptional needs or unduplicated participated in push in/pull out or extra support services before/after school as measured by sign in or attendance sheets	Increase intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs as measured by sign in or attendance sheets.		
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments	Spring NWEA scores identified percent of students who scored at or below the 21st percentile: Grade 2 Math= 23% Grade 2 Reading = 35% Grade 3 Math = 22% Grade 3 Reading = 24% Grade 4 Math = 20% Grade 4 Reading = 18% Grade 5 Math = 17% Grade 5 Reading = 20% Grade 6 Math = 19% Grade 6 Reading = 21% Grade 7 Math = 8% Grade 7 Reading = 11%	The percent of Students scoring below the 21st percentile will be reduced by 1% on the Spring 2018 NWEA		

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**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide training for teachers: 1. Use of data to be able to focus instructional needs, reviewing past progress and attendance. 2. CCS curriculum training in their subject area and regularly meet as PLC to implement curriculum. 3. Administrator will meet with PLC to ensure implementation of progress monitoring.	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$95,406	Amount		Amount	
Source	General Fund – Base and Supplemental Funding	Source		Source	
Budget Reference	1000-1999 Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	$26,910	Amount		Amount	
Source	General Fund – Base and Supplemental Funding	Source		Source	
Budget Reference	3101-3901 Certificated Benefits	Budget Reference		Budget Reference	

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 **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**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Additional push in or pull out services to support student learning: ● Access to tutoring before and after school for eligible students. ● Provide additional direct services through use of classroom paraprofessionals/ certificated services and programs to access English Language Arts CC for EL students and other struggling students.	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	$20,000
Source	General Fund – Base and Supplemental
Budget Reference	1000-1999 Certificated Salaries

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

Amount	$15,000
Source	General Fund – Base and Supplemental
Budget Reference	Classified Salaries

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

Amount	$8,383
Source	General Fund – Base and Supplemental
Budget Reference	3101-3901 Certificated and Classified Benefits

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

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

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Ensure access to CC curriculum ● Purchase of E/LA and Mathematics CC materials/programs for the students ● Explore NGSS curriculum and recommend adoption of material(s). ● Purchase technology for student use	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$17,250	Amount		Amount	
Source	General Fund - Base	Source		Source	

Budget Reference	4000 Books and Supplies	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☒ Unchanged

Goal 2	Provide opportunities for students to participate in their education. and engage in leadership experiences that prepare them for the 21st century

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 student engagement, as measured by a reduction in office referrals and an increase in student participation of VAPA activities after school, cultural events, intramural sports/camps, student council, educational field trips, and/or participation in VAPA or academic competitions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services - School facilities are maintained in good repair	FIT Survey – Satisfactory condition; student/parent survey.	Maintain satisfactory participation.		

Priority 3 Parental Involvement - Promote parental participation for unduplicated pupils and those with exceptional needs	Overall 75% family participation at school events as measured by sign-in sheets for Back to School Night, Open House, performances and parent group meetings.	Maintain		
Priority 3 Parental Involvement - Efforts to seek parent input in making decisions for the school	Overall 32% response to spring Stakeholder survey (not distilled for unduplicated pupils or exceptional needs). Parent presentations and opportunities to provide input and feedback during monthly parent group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board)	Maintain		
Priority 5 Pupil Engagement as measured by school attendance rates	96% positive attendance rate.	Maintain		
Priority 5 Pupil Engagement- Chronic Absenteeism	School recorded 0% Chronic Absenteeism rate	Chronic Absenteeism rate will not increase by more than ½ percent		
Priority 5 Pupil Engagement-Middle School Drop-Out Rates	School recorded 0%	Middle School Drop-Out rate will not increase by more than ½ percent		
Priority 6: School Climate as measured by surveys from pupils/parents/teachers	85% connectedness at school for students grade 4th – 8th spring 2016 Survey	Maintain		

	95% students in grades 4th – 8th feel safe at school	Maintain		
	85% students in grades 4th – 8th have knowledge of Character Counts and how it is implemented at school.			
	85% of parents from Spring Survey agree that their child is safe at school.	Maintain		
	95% of teachers from Spring Survey feel safe at school.	Maintain		
Priority 6: School Climate - Pupil suspension/expulsion rates	Baseline as defined in CALPADS spring 2017: 0% Expulsion Rate Less than 1% Suspension Rate	Maintain		
Priority 8 Other Student Outcomes – courses offered in VAPA	80% daily participation rate in Visual And Performing Arts	Maintain		

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
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priorities 1,5,& 6: Overseen by Dean of Students to build a positive school culture: 1. Character Counts Friday and quarterly awards. 2. Assemblies that support good character and moral development. 3. Use of Social Skills training in the classrooms to support social and emotional needs of students.	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9,500	Amount		Amount	
Source	General Fund – Base	Source		Source	
Budget Reference	1300 Administrator Salaries 1350 Administrative Stipends/Extra Duty	Budget Reference		Budget Reference	
Amount	$2,800	Amount		Amount	
Source	General Fund – Base	Source		Source	
Budget Reference	3101-3901 Administrative Benefits	Budget Reference		Budget Reference	

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   **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
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priorities 5 &6: 1. Student Council sponsored activities such as spirit days and community outreach. 2. Performance or competitive component to.	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,000	Amount		Amount	
Source	General Fund – Base	Source		Source	

Budget Reference	1000-1999 Certificated Salaries	Budget Reference		Budget Reference	
Amount	$4,000	Amount		Amount	
Source	General Fund – Base	Source		Source	
Budget Reference	2000-2999 Classified Salaries	Budget Reference		Budget Reference	
Amount	$2,000	Amount		Amount	
Source	General Fund – Base	Source		Source	
Budget Reference	Certificated & Classified Benefits	Budget Reference		Budget Reference	

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   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Priority 3: Parental Involvement 1. Fall Field Trip and family evening events. 2. Quarterly presentations regarding student success and educational programs. 3. Attending Parent Teacher Conferences	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Cost Included in Action 1	Amount		Amount	
Source		Source		Source	

Budget
Reference

Budget
Reference

Budget
Reference

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

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
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Priority 8 Other Student Outcomes – Variety of courses offered in VAPA
   1. Electives in VAPA
   2. Daily VAPA Standards classes in K – 8th.
	Does Not Apply	Does Not Apply

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000 (VAPA Teachers)	Amount		Amount	
Source	General Fund – Base	Source		Source	

Budget Reference	1000-1999 Certificated Salaries	Budget Reference		Budget Reference	
Amount	$5,000	Amount		Amount	
Source	General Fund – Base	Source		Source	
Budget Reference	3101-3901 Certificated Benefits	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $165,699   Percentage to Increase or Improve Services: 3.7%

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.

Since less than 55% of our students are English Language or low income students these services are delivered to all students; However, this model will be effective for low income and EL students who will be served through designated certificated personnel who will implement and monitor online programs during the instructional day. The pilot program this spring demonstrated that this remediation and practice in discreet skills with struggling students is an effective use of funds. Using online program reports from adopted curriculum or educational programs, teachers will meet in small groups to assist students further in mathematics and reading skills for grades kindergarten – fourth.

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).

RSA is a school with less than 40% enrollment of unduplicated pupils and implements a thematic based instruction school where teachers (including VAPA teachers) strive to build educational connections between subjects to best support the learning environment for their students which includes several learning modalities of movement, auditory and visual input of information. Allowing collaboration and planning time with other like grade level or subject teachers will enhance the offerings for all students including our EL and low income. The whole class activities and independent learning stations allow for differentiated instruction and fluid small group instruction. By providing sufficient classroom technology and streamlining student login information and splitting the classroom size between VAPA classes and teacher instruction allows for more time is spent learning. Although the educational services, which include online programs, VAPA classes, and before and after school remediation learning opportunities are principally directed to all students, it continues to be an effective use of the funds to meet the goals for English Learners and low income student.

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016