Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Pleasant Valley School District
Contact Name and Title	Dr. Veronica Ortega Assistant Superintendent

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2017-20 Plan Summary

THE STORY

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

Founded in 1868, The Pleasant Valley School District has a rich history of serving the children of Camarillo, a suburban community with a population of approximately 66,000 located midway between Los Angeles and Santa Barbara. Pleasant Valley School District (PVSD) serves approximately 6,500 students in grades Pre-Kindergarten through 8th grade. The district is composed of 11 schools: 2 comprehensive middle schools, 3 K-8 schools, and 6 elementary schools. Many of the schools have adopted focus programs rooted in Science, Technology, Engineering, Math, and the Arts. The district also authorizes a charter school that creates its own LCAP.

Our student population is comprised of 10% English learners (EL); 30% of students are classified as Low Income; and our LCFF Unduplicated Pupil count is 30.52%. Our EL students represent over 30 languages, with Spanish, Tagalog/Filipino, Mandarin, Vietnamese, and Japanese accounting for the top five. Our student population is composed of many ethnicities, with the majority of our students, 46%, identifying as White, followed by 34% Hispanic, 6% Asian, 4% Filipino, and 3% Black or African American.

PVSD's mission is to "*Prepare 21st Century learners who are responsible members of our global society.*" Our core values focus on: equity, integrity, teamwork, being student-entered, and embracing and celebrating diversity. Our core values serve as guideposts on our path towards achieving the vision of "Excellence for All".

LCAP HIGHLIGHTS

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

This year after conducting surveys, analyzing data, and working with stakeholders on LCAP and our Strategic plan, we identified four goals to replace the three from the current 16-17 LCAP. The 2017-2018 goals reflect changing needs as we accomplished some of our previous objectives. The new goals align with our strategic plan:

- **GOAL 1 – Ensure increased student achievement through high expectations for all:**
- **GOAL 2 – Provide a healthful environment where students feel welcomed, safe, and connected:**
- **GOAL 3 – Maintain a fiscally sound budget that equitably aligns and maximizes available resources:**
- **GOAL 4 – Continuously engage in open and meaningful communication with all stakeholders:**

Previous goals surrounding high academic achievement and students' health and safety continue to be included in the 17-20 LCAP plans. The technology goal from the previous LCAP has now been included under the increased student achievement goal as we have accomplished a significant part of our technology goal.

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

Pleasant Valley School District scores on ELA CAASPP districtwide show 62% of students met or exceeded standards. That translated to 23.7 points above distance from level three (DF3) on the CA School Dashboard indicator. Pleasant Valley School District attributes some of this performance to the fact we provided reading teacher support to our struggling students. We also provided tutoring in reading for our Title 1 schools. The Dashboard indicator in English Language Arts for our low socio-economic students has increased 5.9% and 8.1% for our English learner students.

PVSD will continue to provide supplemental opportunities for students to connect at school, as students reported a 6% increase in feeling connected at school. (California Healthy Kids Survey).

The percentage of students reporting feeling safe has increased by 27% (California Healthy Kids Survey). PVSD has increased counseling staff for elementary students and will continue to expand social/emotional learning opportunities for students.

We have been successful in our goal to increase student access to technology, as this was a priority of our stakeholders. PVSD will continue to monitor this access.

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

GREATEST NEEDS

The Dashboard indicator for English Learner progress was "Orange" for the district. 7% of EL students were reclassified as RFEP. We are investing in teacher training for instructing English learners as well as ensuring a designated ELD program and an EL Coordinator.

The Dashboard indicator for Math was "Yellow" for "all students" based on the 2016 CAASPP results. 48% of the district scored met or exceeded in mathematics. Scores for our unduplicated populations (EL and Low Income) were also "Yellow". Scores for our African American students were "Orange". Scores for our Students with Disabilities was "Red". We are investing in districtwide teacher training in math.

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.

The Dashboard indicator for suspensions of White students was "Orange", increasing by .5%. Stakeholder input from parents and staff made increasing social/emotional and counseling support for all students a priority. We will continue to expand social/emotional learning opportunities for students and continue to invest in CHAMPS training for staff.

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

Math scores for our Students with Disabilities was "**Red**", which is two levels below all students. Math scores for our African American students were "Orange", which is one level below that of all students. To address the gap, we are investing in teacher training in math districtwide.

The Dashboard indicator for suspensions of White students was "Orange", which is two levels below the all student level of "Green". To address this gap, we will cotniue to reinforce and provide staff training in CHAMPS as well as provide expanded social/emotional support for students.

English learner, low income, students with disablties, African American, and Hispanic student achievement on CAASPP English language arts is one level below the "all student" performance. To address the gap, PVSD LCAP includes the following actions and services:

- Professional development to improve ELD instruction.
- Adding EL Coordinator to provide support.
- Ensure Designated ELD program
- Summer School program for at-risk students.
- Provide reading teachers at all elementary campuses
- Provide after school tutoring for at-risk students

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.

Supplemental LCFF funds are allocated district wide and principally directed towards meeting the needs of unduplicated student subgroups. These funds are targeted to support low income, foster youth, and English learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups. The following increased actions and services are planned for 2017/2018. Funds will be used to increase:

- Increased services to support Positive Behavior Interventions Supports including additional social/emotional counseling to meet the needs of English learner, migrant, low income, foster youth and African American students and other at-risk students. LCAP Goal 2
- Increase English learner support through ELD training to teachers, EL Coordinator, EL support staff, and designated ELD program to ensure English learner students are making annual gains towards English proficiency. LCAP Goal 1
- Provide cultural awareness training for all school staff. LCAP Goal 2

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	$ total general fund budget PV $8,801,651
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ LCAP budget $9,143,850

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.

Compensation for classroom teachers, the majority of administrators, and the majority of classified staff engaged in the basic function of educating students and providing basic supports for the purpose of operating a school district are not included in the LCAP. These may include expenditures on school facilities, maintenance, equipment, and other general fund expenditures that are related to general overhead and other operational costs of the district.

$50,739,960	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	Provide students with greater access to technology per state standards requirements.

State and/or Local Priorities Addressed by this goal:	STATE x 1 x 2 ☐ 3 x 4 ☐ 5 ☐6 ☐7 x 8 COE ☐9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase teacher reported student to technology device ratio at school from 60% to 65% by end of 2017. Metric: Local survey (Clarity survey) Increase actual district student to technology device ratio at school from 60% to 65% by end of 2017. Metric: Local inventory	Actual teacher reported student to technology device ratio at school increased from 60% to 69%. Actual district student to technology device ratio at school is near 100%.This includes all inventory based at school sites for student use. 5344 Chromebooks and approximately 1350 iPads.

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
	Purchase technology devices, applications/software and infrastructure supports. Provide training to teachers and administrators. Provide Teachers on Special Assignment to support technology in classrooms and maker spaces. Provide support for integrating instructional technology, professional development and assessment.	Purchased technology devices, applications/software and infrastructure supports. Provided training to teachers and administrators. Provided Teachers on Special Assignment to support technology in classrooms and maker spaces. Provided support for integrating instructional technology, professional development and assessment. Cost of purcases were lower than anticipated.
Expenditures	BUDGETED $1,295,000	ESTIMATED ACTUAL $943,646

Action 2

Actions/Services	PLANNED	ACTUAL
	Provide students with technology integrated instruction and security-includes digital citizenship and access monitoring.	Provided students with technology integrated instruction and security-includes digital citizenship and access monitoring. Cost of purchases were lower than anticipated.
Expenditures	BUDGETED $543,000	ESTIMATED ACTUAL $275,200

Action **3**

PLANNED	ACTUAL
Provide funding to sites to purchase technology (working towards equity of access) and provide parent training on school technology including: Q, Websites, Social media, digital citizenship, etc.	Provided funding to sites to purchase needed technology. Parent training on technology was provided and some schools had technology TOSAS help with the training. School staff and teachers on special assignment performed training as part of their job. This resulted in lower than anticipated expenditures.
BUDGETED	**ESTIMATED ACTUAL**
$105,000	$21,692

Action **4**

PLANNED	ACTUAL
Provide additional technology, access, and staffing support to target populations including training and support to teachers and parents.	Provided additional technology and access by distributing wireless hot spots to low-income students for home use based on need. Hotsposts were provided at no cost to the district. Technology Instructional Assistants provided at Title 1 schools.
BUDGETED	**ESTIMATED ACTUAL**
$112,677	$23,103

ANALYSIS

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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. | Actual teacher reported student to technology device ratio at school increased from 60% to 69%. This is due to the acceleration of the 1:1 plan for grades 6-8. |
| | Actual district student to technology device ratio at school is near 100%.This includes all inventory based at school sites for student use. 5344 Chromebooks and approximately 1350 iPads. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	It was very effective to get additional devices into classrooms for student access. Wireless hotspots were distributed to students for home access based on need. IAs and TOSAS supported students, teachers, and parents with their access to technology.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Less funding was required than was budgeted for the purpose of increasing student devices and access at schools. The actual cost of the chromebooks purchased was lower than anticipated. Teachers and teachers on special assignment were able to provide parent training at no additional cost.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be incorporated into the high student achievement goal for the 17/18 LCAP. This change is due to the significant progress made on this goal and the fact other goals have moved ahead in terms of priorities for the district. These changes can be seen in Goal 1 for 17/18 LCAP. Funding for technology at school sites will continue in the 17/18, 18/19 schools years.

Goal 2	Increase student achievement in content areas based on state standards assessments and/or state standards aligned local assessments.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 x 3 x 4 ☐ 5 ☐6 x 7 x 8

COE ☐9 ☐10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase percentage of students who meet or exceed state standards in ELA from 62% to 65%.
2. Increase percentage of students who meet or exceed state standards in Math from 46% to 51%.
3. Maintain 100% Highly Qualified Teachers
4. A minimum of 75% of teachers report on surveys that professional development was effective at helping to improve instructional practices.
5. Maintain EL reclassification rate of 7% or higher.
6. Continue to meet or exceed state AMAO 2 target
7. Increase ELA Special Education meet or exceeds from 19% to 22 %
8. Increase Math Special Education meet or exceeds from 12% to 14 %

ACTUAL

1. The percentage of students who met or exceeded state standards in ELA remained at 62%.
2. The percentage of students who met or exceeded state standards in Math rose two percentage points to 48%.
3. Maintained 100% Highly Qualified
4. An average of 87% of teachers reported on surveys that professional development was effective at helping to improve instructional practices.
5. Maintained EL reclassification rate of 7% (15-16)
6. Exceeded state AMAO 2 target for 15-16. No AMAO this year
7. ELA Special Education met or exceeded rate increased 2.3%
8. Math Special Education met or exceeded rate declined by 3.6%

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED	ACTUAL
Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as resources and materials become available to support state standards. Purchase and/or develop state standards aligned district assessments.	Purchased State Standards aligned instructional materials (print and/or digital) for ELA K-8, Math 6-8, Special Education. Purchase and/or develop state standards aligned district assessments. EADMS for ELA, math

Expenditures

BUDGETED	ESTIMATED ACTUAL
$1,090,000	$2,140,213

Action 2

Actions/Services

PLANNED	ACTUAL
Recruit and retain highly qualified teachers: Employee years of service recognition. Teachers on Special Assignment, additional stipends or hourly pay to support of all Core subjects and English Language Development.	Recruited and retained highly qualified teachers: Employee years of service recognition. Teachers on Special Assignment, additional stipends or hourly pay to support of all Core subjects and English Language Development.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$450,000	$385,314

Action **3**

	PLANNED	ACTUAL
Actions/Services	New teachers in Beginning Teacher Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district.	New teachers in Beginning Teacher Support & Assessment years one and two had program fees, release days and support mentors provided by the district.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$52,000	$153,860

Action **4**

	PLANNED	ACTUAL
Actions/Services	Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and three Staff Development Days. Focus: State standards (ELA, ELD, math, NGSS), new curriculum. Support for curriculum, professional development and assessment. Include training for long-term and frequently employed substitute teachers.	Provided Professional Development: workshops, conferences, administrative professional development, release time for collaboration, teacher leader facilitation at district trainings, project work stipends, instructional rounds, summer project work and three Staff Development Days. Focus: State standards (ELA, ELD, math, NGSS), new curriculum. Support for curriculum, professional development and assessment. Long term subs were included in these trainings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$743,000	$645,807

Action 5

	PLANNED	ACTUAL
Actions/Services	Gifted and Talented Education (GATE): (.6) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursue enrichment instruction at schools. Increase communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents).	Provided Gifted and Talented Education (GATE): (.6) Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification, in-class differentiation for GATE, increase middle school programs, and pursued enrichment instruction at schools. Increased communications regarding GATE through use of social media (GATE day, field trips, and events with fundraising assistance from parents).
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$55,000	$54,796

Action 6

	PLANNED	ACTUAL
Actions/Services	Further increase before / after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. ELD/ELA coordinator, EL/RFEP testing, monitoring, support, teacher leadership and PD. Reading teacher. Additional reading teacher for total of two support of six elementary schools. Pre-school scholarship, PD, support. Parent ed & participation. School supplies.	Provided after school tutoring in English and Math for at risk students. Summer school scholarships for at risk students. Director to coordinate ELD, staff for EL/RFEP testing, monitoring, & support. Teacher leadership stipends and PD. Additional reading teacher for elementary schools. Pre-school scholarship, PD, support. Parent ed & participation.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$363,000	$314,272

Action 7

	PLANNED	ACTUAL
Actions/Services	Staff development for Special Education: academic vocabulary and unpacking State Standards for Special Education. Work on Special Education Curriculum projects related to new adoptions.	Special Education Staff were included in pilots and adoption training and funding was from another resource, not isolated to special educaton.
Expenditures	BUDGETED $15,000	ESTIMATED ACTUAL $14,720

Action 8

	PLANNED	ACTUAL
Actions/Services	Expand school day music and or theater opportunities to include music and/or theater program support for all schools. Includes additional section of music at 6-8 funded jointly by PVSD, SOKM, PTA, and grants. Includes Cinemagic funded jointly by PVSD and PVEF	Expand school day music and or theater opportunities to include music and/or theater program support for all schools. Includes additional section of music at 6-8 funded jointly by PVSD, SOKM, PTA, and grants. Cinemagic was not funded by PVSD this year.
Expenditures	BUDGETED $130,000	ESTIMATED ACTUAL $157,866

Action   **9**

	PLANNED	ACTUAL
Actions/Services	Title 1 reading specialist to support at-risk students at three title 1 schools. Title 1 funds for targeted instruction and tutoring (SES) (hourly teachers, stipends, contracts)	Provided Title 1 reading specialist to support at-risk students at three title 1 schools. Provided Title 1 funds for targeted instruction and tutoring (SES) (hourly teachers, stipends, contracts)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$190,000	$301,222

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.	Pleasant Valley School District (PVSD) continues to implement all actions and services that are included in the LCAP for Goal 2. The district continues to align funding sources to support our goal of student achievement. PVSD expanded enrichment opportunities for students through technology, music and the arts. We also supported Maker spaces at each of our 11 schools. Every Tk-8 teacher implemented a new ELA program this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In 2015, 62% of PVSD students met or exceeded the ELA standards. In 2016 that percentage remained at 62%, although 1 % of our students moved from met to exceeds standards. In 2015, 46% of PVSD students met or exceeded the Math standards. In 2016 that percentage rose to 48% of students meeting or exceeding standards for a gain of 2%
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The English Language Arts adoption was much more expensive than anticipated. The 6-8 teachers voted to adopt a new math curriculum which was not an anticipated expense. Special Education teahers selected a separate ELA adoption.More reading specialist support and tutoring was provided to students.

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 will support math instruction to a greater degree through increased professional development in order to positively effect all student outcomes in math including Special Education, English learners, low income, and foster youth students.

We will provide reading teacher support at every elementary campus.

Goal 3	Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey and/or local survey.

State and/or Local Priorities Addressed by this goal:	STATE x 1 ☐ 2 x 3 ☐ 4 x5 x 6 ☐ 7 ☐8
	COE ☐9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually per (CHKS) California Healthy Kids Survey or other local measure.
2. Increase Parent/family engagement reported per new engagement survey
3. Maintain or increase counseling services currently at 4 full-time counselors
4. Increase percentage of students scoring 5 and 6 on PFT results: grade 5 from 43% to 46 %, grade 7 from 64% to 66%.
5. Maintain Suspension rate at 1.5% or below.
6. Maintain Expulsion rate at 0%.
7. Maintain Attendance P2 rate at 6400 or above.
8. Reduce Truancy rate to 16 % or below.
9. Maintain district middle school 8th grade dropout rate at .3% or below.

ACTUAL

1. Increased percentage of students reporting feeling safe, healthy, and connected at school by 7.6% per (CHKS 2016) California Healthy Kids Survey.
2. Increased Parent/family engagement through additional focus group opportunities and Superintendents' advisory.
3. Increased counseling services to 5 full time counselors
4. Increased percentage of students scoring 5 and 6 on PFT results by 9%.
5. Maintained Suspension rate at 1.5%.
6. Maintained Expulsion rate at 0%.
7. Attendance P2 rate at 6287.
8. Reduced Truancy rate to 12.2 %.
9. Maintain district middle school 8th grade dropout rate at 0%

ACTIONS / SERVICES

Action **1**

Actions/Services	**PLANNED** Increase school connectedness: funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support (all schools). Provide funding for increased opportunities for clubs and activities at middle schools, expand ways to keep students in school including Saturday classes (6-8).	**ACTUAL** Provided funding to sites to support school-wide goals, attendance incentives, anti-bullying campaign, 40 developmental assets, CHAMPS positive support behavior model, teacher training and support (all schools). Provided funding for increased opportunities for clubs and activities at middle schools. Saturday classes were not implemented.
Expenditures	**BUDGETED** $145,000	**ESTIMATED ACTUAL** $115,790

Action **2**

Actions/Services	**PLANNED** Provide clerical support for Student Attendance Review Board.	**ACTUAL** Provided clerical support for Student Attendance Review Board.
Expenditures	**BUDGETED** $2,000	**ESTIMATED ACTUAL** $1,478

Action **3**

		PLANNED	ACTUAL
Actions/Services		Provide Tobacco Use Prevention and Education training and grant coordination, teacher stipends, and program materials through consortium grant participation with county. Emphasis on electronic vapor devices.	Provided training and grant coordination, teacher stipends, and program materials through consortium grant participation with county.
		BUDGETED	ESTIMATED ACTUAL
Expenditures		$15,502	$15,000

Action   **4**

		PLANNED	ACTUAL
Actions/Services		Increase parent involvement: at school site trainings, in workshops and committees and sponsor community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)	Provided Increased parent involvement: at school site trainings, in workshops and committees and sponsor community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)
		BUDGETED	ESTIMATED ACTUAL
Expenditures		$500	$500

Action   **5**

		PLANNED	ACTUAL
Actions/Services		Maintain or increase district counselors and/or Deans for social/emotional counseling support and student support resources at high need schools. Increase services by adding	Increased district counselors and/or Deans for social/emotional counseling support and student support resources at high need schools. Social/emotional workshops for families were not provided at this time.

social/emotional workshops for families.	

Expenditures	BUDGETED $630,500	ESTIMATED ACTUAL $598,121

Action 6

Actions/Services	PLANNED Conduct annual analysis of school conditions (FIT report), attend to facility repairs and maintenance, and provide adequate instructional space. Continue safety training and emergency bin prep.	ACTUAL Conducted annual analysis of school conditions (FIT report), attended to facility repairs and maintenance, and provided adequate instructional space. Continued safety training and emergency bin prep.
Expenditures	BUDGETED $2,211,807	ESTIMATED ACTUAL $2,579,427

Action 7

Actions/Services	PLANNED Provide specific outreach to parents of targeted student populations to give input and participate in the site training and committees, and district level involvement in committees and events. Add a needs survey for parents.	ACTUAL Provided specific outreach to parents of targeted student populations to give input and participate in the site training and committees, and district level involvement in committees and events.The LCAP needs survey was provided to all parents regarding priorities for LCAP. Also, in-person priorities/needs meeting conducted with the District English Learner Parent Advisory Committee (DELPAC).

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$350	$500

Action 8

	PLANNED	ACTUAL
Actions/Services	Maintain hourly PE teachers for 4th and 5th grade.	We were unable to retain hourly PE teachers. We did hire one full time PE teacher and plan to hire another one next year for the 4th and 5th grade students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$120,000	$59,126

Action 9

	PLANNED	ACTUAL
Actions/Services	Extend support such as counseling services to youth who have newly transitioned from Foster Youth to being adopted.	Extended support such as counseling services to foster youth and students newly transitioned from foster to adoption.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No additional cost

ANALYSIS

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.	Actions and Services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring of staff and unanticipated needs for additional staff to support full implementation of specific actions. PE teachers were difficult to keep as hourly employees. The turn-over was high. Did not hold social/emotional workshops for families.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Despite a minimal decrease in P2 attendance, the effectiveness of the actions and services was quite high according to the metrics.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The plan to use hourly teachers for PE did not provide the anticpated results as we had a high turnover rate with the hourly teachers We were able to retain one full time PE teacher and plan to hire another one next year. In order to further enhance safe facilities for students, maintenance expenditures were more 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.	We will hire two full time PE teachers for next year and not rely on hourly teachers. We are increasing counseling services by adding two additional counselors.

Stakeholder Engagement

X 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?

Involvement Process
Data Gathering- Stakeholder Input:

2016 California Healthy Kids Survey data gathered from:
Students grades 5 & 7, certificated staff, parents

Clarity technology survey to:
Students grades 3-8, All Teachers, All Parents

PVSD district LCAP survey data gathered from:
*parents
*members of the local bargaining units
*certificated staff
*classified staff
*management staff
*community response via district website
*Superintendent's Roundtable Committee meetings
*District English Learner Parent Advisory Committee (DELPAC)

Multiple Focus Group sessions:
on school/district related strengths and weaknesses- 2/28/17, 3/2/17, 3/11/17

LCAP stakeholder committee formed and meetings held:
February 28, 2017 LCAP stakeholders committee reviewed the 16/17 strategic plan goals and survey data

March 24, 2017 LCAP stakeholders committee reviewed the 16/17 LCAP update and survey data
April 25, 2017 LCAP stakeholders committee helped formulate the 17/18 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals.
May 22, 2017 LCAP stakeholders committee reviewed the 17/18 LCAP draft of actions and services

LCAP draft of actions and services review with stakeholder groups:
LCAP draft actions and services submitted for additional review and discussion to District English Learner Parent Advisory Committee (DELPAC) at meeting- May 25, 2017.
LCAP draft actions and services submitted for review and discussion to representative
stakeholders May 23, 2017. No additional input provided by stakeholder representatives. This includes the local certificated bargaining unit representatives.

Board Meetings: Written responses were not necessary so Superintendent didn't provide.
LCAP template and dashboard accountability, presented: February 16, 2017
Survey results and update from LCAP committee: April 19, 2017
Public Hearing: June 13, 2017
Board Approval Date: June 22, 2017

Annual Update:

LCAP stakeholder committee meeting held:
February 28, 2017 LCAP stakeholders committee reviewed the 16/17 LCAP and survey data
March 24, 2017 LCAP stakeholders committee reviewed the 16/17 LCAP goals and strategies to determine which to eliminate, modify, or add new to strategies or goals.
April 25, 2017 & May 22,2017 LCAP stakeholders committee reviewed the 17/18 LCAP draft

Cabinet meetings:
May 17, 2017 Cabinet reviewed the 16/17 LCAP goals and strategies and discussed the recommendations of the LCAP stakeholder committee regarding the update.
May 30, 2017 Cabinet reviewed the 17/18 LCAP draft & presentation

Public Hearing: 6/13/17
Board Approval Date: 6/22/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

The changes to the LCAP for 17/18 are significant due to all of the stakeholder input gathered. All the goals are either new or modified, and actions and services are mainly modified or new. Very few actions and services were left unchanged.
The emphasis has shifted from technology to socio/emotional issues for our students. Targeted actions to improve our student performance in ELD and math have been included as well.

Goals, Actions, & Services

Strategic Planning Details and Accountability

X New	☐ Modified	☐ Unchanged

Goal 1	**Ensure increased student achievement through high expectations for all**

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4 ☐ 5 ☐6 X 7 X 8

COE ☐9 ☐ 10

LOCAL _____

Identified Need

- Students need full access and greater proficiency with technology to have full access to state standards, NGSS, and 21st century skills.
- All students need to be proficient or advanced (met or exceeded) in English and Math
- Teachers are assigned and credentialed appropriately for the students and subjects they teach
- Continue to provide students access to standards aligned materials
- Continue to enroll all students in required areas of study
- Increase English Learner reclassification rate
- California School Dashboard
- Continued implementation of state standards (CCSS ELA/math, ELD, Health, Hist/SS, Model school library standards, PE, NGSS)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local measure, Clarity survey	Student 1:1 or 2:1 device ratio 69% (survey 2017)	Student 1:1 or 2:1 device ratio 72% (survey 2018)	Student 1:1 or 2:1 device ratio 75% (survey 2019)	Student 1:1 or 2:1 device ratio 78% (survey 2020)
CAASPP	2016 % met or exceeded ELA 2016 Math 2016	2017 % met or exceeded ELA 2017 Math 2017	2018 % met or exceeded ELA 2018 Math 2018	2019 % met or exceeded ELA 2019 Math 2019

	62% 48%	64% 50%	66% 52%	68% 54%
HQT per HR	100%	100%	100%	100%
Williams report	No complaints	No complaints	No complaints	No complaints
Master schedule, enrollment	100% of students enrolled in required courses	100% of students enrolled in required courses	100% of students enrolled in required courses	100% of students enrolled in required courses
RFEP rate report	RFEP rate = 7% for 16-17	RFEP rate = 8% for 17-18	RFEP rate = 9% for 18-19	RFEP rate = 10% for 19-20
API, UC A-G/CSU/CEC, AP, EAP	n/a	n/a	n/a	n/a

PLANNED ACTIONS / SERVICES

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Support 21st Century Learning and Technology by ensuring access to adequate technology devices for students and teachers. Provide: applications/software, infrastructure supports, and increased bandwidth to support technology use, .5 Coordinator to support 21st	Support 21st Century Learning and Technology by ensuring access to adequate technology devices for students and teachers. Provide: applications/software, infrastructure	Support 21st Century Learning and Technology by ensuring access to adequate technology devices for students and teachers. Provide: applications/software, infrastructure supports, and increased bandwidth to support technology use, .5

| century learning and technology, Instructional Aides to support Makerspaces and technology on campuses, students with technology integrated instruction and security, digital citizenship lessons, web access monitoring, funding to sites to purchase technology, and parent training on school technology. | supports, and increased bandwidth to support technology use, .5 Coordinator to support 21st century learning and technology, Instructional Aides to support Makerspaces and technology on campuses, students with technology integrated instruction and security, digital citizenship lessons, web access monitoring, funding to sites to purchase technology, and parent training on school technology. | Coordinator to support 21st century learning and technology, Instructional Aides to support Makerspaces and technology on campuses, students with technology integrated instruction and security, digital citizenship lessons, web access monitoring, funding to sites to purchase technology, and parent training on school technology. |

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,260,064	Amount	$1,263,629	Amount	$1,269,275
Source	Unrestricted Technology, CIA	Source	Unrestricted Technology, CIA	Source	Unrestricted Technology, CIA
Budget Reference	Resource 0260, 0280 Object 1000,2000,3000,4000,5000	Budget Reference	Resource 0260, 0280 Object 1000,2000,3000,4000,5000	Budget Reference	Resource 0260, 0280 Object 1000,2000,3000,4000,5000

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as necessary to support State Standards adoptions and provide training/support for new adoption implementations. Purchase and/or develop State Standards aligned district assessments.	Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as necessary to support State Standards adoptions including History/SS (18/19), and provide training/support for new adoption implementations. Purchase and/or develop State Standards aligned district assessments.	Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as necessary to support State Standards adoptions including Science (19/20) and provide training/support for new adoption implementations. Purchase and/or develop State Standards aligned district assessments.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$253,925	Amount	$255,999	Amount	$256,411
Source	Unrestricted IMRF, CIA Restricted Lottery	Source	Unrestricted IMRF, CIA Restricted Lottery	Source	Unrestricted IMRF, CIA Restricted Lottery
Budget Reference	Resource 0156, 0280, 6300 Object 1000,3000,4000	Budget Reference	Resource 0156, 0280, 6300 Object 1000,3000,4000	Budget Reference	Resource 0156, 0280, 6300 Object 1000,3000,4000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Recruit and retain highly qualified teachers: Employee years of service recognition. Stipends and hourly pay as needed to support core subjects and English Language Development. New teachers in year one and two induction programs will have fees, release days and support mentors provided by the district.	Recruit and retain highly qualified teachers: Employee years of service recognition. Stipends and hourly pay as needed to support core subjects and English Language Development. New teachers in year one and two induction programs will have fees, release days and support mentors provided by the district.	Recruit and retain highly qualified teachers: Employee years of service recognition. Stipends and hourly pay as needed to support core subjects and English Language Development. New teachers in year one and two induction programs will have fees, release days and support mentors provided by the district.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
Provide Professional Development for staff including workshops, conferences, release time, teacher leader meetings, district trainings, project work, instructional rounds, summer project work and three Staff Development Days. Focus for 17/18 based on assessment data will be state standards training and implementation of **ELD, math**, and **NGSS**. Include training for long-term and frequently employed substitute teachers. Provide .5 Coordinator and a Resource Teacher. Staff development for Special Education: Work on Special Education Curriculum projects related to new adoptions, including district-wide adoptions and Special Education specific adoptions.	Provide Professional Development for staff including workshops, conferences, release time, teacher leader meetings, district trainings, project work, instructional rounds, summer project work and three Staff Development Days. Focus for 18/19 based on new adoption will be state standards training and implementation of **H/SS and include continued NGSS training.** Include training for long-term and frequently employed substitute teachers. Provide .5 Coordinator and a Resource Teacher. Staff development for Special Education: Work on Special Education Curriculum projects related to new adoptions, including district-wide adoptions and Special Education specific adoptions.	Provide Professional Development for staff including workshops, conferences, release time, teacher leader meetings, district trainings, project work, instructional rounds, summer project work and three Staff Development Days. Focus for 19/20 based on new adoption will be state standards training and implementation of **NGSS**. Include training for long-term and frequently employed substitute teachers. Provide .5 Coordinator and a Resource Teacher. Staff development for Special Education: Work on Special Education Curriculum projects related to new adoptions, including district-wide adoptions and Special Education specific adoptions.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$264,709	Amount	$269,961	Amount	$273,118
Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental

Budget Reference	Resource 0280, 0790, 0791 Object 1000,3000,5000	Budget Reference	Resource 0280, 0790, 0791 Object 1000,3000,5000	Budget Reference	Resource 0280, 0790, 0791 Object 1000,3000,5000

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Support Gifted and Talented Education (GATE): Part-time Teacher on Special Assignment to coordinate program, clerical support, testing, GATE teacher certification, in-class differentiation for GATE, and an instructional model for gifted enrichment instruction at schools. Increase communications regarding GATE through use of social media. (GATE enrichment, field trips, and events with fundraising assistance from parent organization)	Support Gifted and Talented Education (GATE): Part-time Teacher on Special Assignment to coordinate program, clerical support, testing, GATE teacher certification, in-class differentiation for GATE, and an instructional model for gifted enrichment instruction at schools. Increase communications regarding GATE through use of social media. (GATE enrichment, field trips, and events with fundraising assistance from parent organization)	Support Gifted and Talented Education (GATE): Part-time Teacher on Special Assignment to coordinate program, clerical support, testing, GATE teacher certification, in-class differentiation for GATE, and an instructional model for gifted enrichment instruction at schools. Increase communications regarding GATE through use of social media. (GATE enrichment, field trips, and events with fundraising assistance from parent organization)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$62,869	Amount	$63,885	Amount	$64,864
Source	Unrestricted GATE, CIA	Source	Unrestricted GATE, CIA	Source	Unrestricted GATE, CIA
Budget Reference	Resource 0140, 0280 Object 1000,2000,3000,4000	Budget Reference	Resource 0140, 0280 Object 1000,2000,3000,4000	Budget Reference	Resource 0140, 0280 Object 1000,2000,3000,4000

Action   **6**

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide tutoring in English and Math for at risk Low Income (LI), English Learner (EL), and Foster Youth (FY) students. Support summer school opportunities for at risk LI, EL, and FY students. Provide part-time reading teachers at each elementary and K-8 campus to support at risk LI, EL, and FY students. Provide additional support to schools with high need and unduplicated student populations including: technology training, support for teachers and parents, and support with digital access at home.	Provide tutoring in English and Math for at risk Low Income (LI), English Learner (EL), and Foster Youth (FY) students. Support summer school opportunities for at risk LI, EL, and FY students. Provide part-time reading teachers at each elementary and K-8 campus to support at risk LI, EL, and FY students. Provide additional support to schools with high need and unduplicated student populations including: technology training, support for teachers and parents,	Provide tutoring in English and Math for at risk Low Income (LI), English Learner (EL), and Foster Youth (FY) students. Support summer school opportunities for at risk LI, EL, and FY students. Provide part-time reading teachers at each elementary and K-8 campus to support at risk LI, EL, and FY students. Provide additional support to schools with high need and unduplicated student populations including: technology training, support for teachers and parents, and support with digital access at home.

		and support with digital access at home.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$727,556	Amount	$760,289	Amount	$770,203
Source	Unrestricted LCFF Supplemental Restricted Title I, Donations	Source	Unrestricted LCFF Supplemental Restricted Title I, Donations	Source	Unrestricted LCFF Supplemental Restricted Title I, Donations
Budget Reference	Resource 0790, 0791, 3010, 9910 Object 1000,2000,3000,5000	Budget Reference	Resource 0790, 0791, 3010, 9910 Object 1000,2000,3000,5000	Budget Reference	Resource 0790, 0791, 3010, 9910 Object 1000,2000,3000,5000

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide school day music and/or theater opportunities for all TK-5th grades and instrumental music at 6-8th grades.	Provide school day music and/or theater opportunities for all TK-5th grades and	Provide school day music and/or theater opportunities for all TK-5th grades and instrumental

After school music opportunities funded jointly by Pleasant Valley School District, Save Our Kids' Music, parent organizations, parents and grants. (Includes 3rd grade symphonic adventures fieldtrip to perform with New West symphony)	instrumental music at 6-8th grades. After school music opportunities funded jointly by Pleasant Valley School District, Save Our Kids' Music, parent organizations, parents and grants. (Includes 3rd grade symphonic adventures fieldtrip to perform with New West symphony)	music at 6-8th grades. After school music opportunities funded jointly by Pleasant Valley School District, Save Our Kids' Music, parent organizations, parents and grants. (Includes 3rd grade symphonic adventures fieldtrip to perform with New West symphony)

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$112,890	Amount	$117,100	Amount	$119,209
Source	Unrestricted CIA Restricted YAA	Source	Unrestricted CIA Restricted YAA	Source	Unrestricted CIA Restricted YAA
Budget Reference	Resource 0280, 9020 Object 2000,3000,4000	Budget Reference	Resource 0280, 9020 Object 2000,3000,4000	Budget Reference	Resource 0280, 9020 Object 2000,3000,4000

Action **8**

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged

Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, District English Learner Parent Advisory Committee (DELPAC) facilitation, parent education and involvement. Ensure schools are providing an approved designated ELD instructional model.	Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, District English Learner Parent Advisory Committee (DELPAC) facilitation, parent education and involvement. Ensure schools are providing an approved designated ELD instructional model.	Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, District English Learner Parent Advisory Committee (DELPAC) facilitation, parent education and involvement. Ensure schools are providing an approved designated ELD instructional model.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$246,667	Amount	$252,865	Amount	$256,582
Source	Unrestricted LCFF Supplemental	Source	Unrestricted LCFF Supplemental	Source	Unrestricted LCFF Supplemental
Budget Reference	Resource 0791 Object 1000,2000,3000,5000	Budget Reference	Resource 0791 Object 1000,2000,3000,5000	Budget Reference	Resource 0791 Object 1000,2000,3000,5000

Action   **9**

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	Ⅹ English Learners Ⅹ Foster Youth Ⅹ Low Income
Scope of Services	Ⅹ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	Ⅹ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide Cultural Proficiency training to help eliminate discrimination based on race, color, language, income, and other ways people differ. Offer school-wide cultural events, dances, and activities to promote understanding and celebrate differences. Offer opportunities for different groups to meet for support.	Provide Cultural Proficiency training to help eliminate discrimination based on race, color, language, income, and other categories. Offer school-wide cultural events, dances, and activities to promote understanding and celebrate differences. Offer opportunities for different groups to meet for support.	Provide Cultural Proficiency training to help eliminate discrimination based on race, color, language, income, and other categories. Offer school-wide cultural events, dances, and activities to promote understanding and celebrate differences. Offer opportunities for different groups to meet for support.

[BUDGETED EXPENDITURES](#)

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

	☐ New	X Modified	☐ Unchanged
2**Goal 2**	**Provide a healthful environment where students feel welcomed, safe, and connected**		

[State and/or Local Priorities Addressed by this goal:](#)	STATE X 1 ☐ 2 X 3 ☐ 4 X 5 X 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10

	LOCAL _____
[Identified Need](#)	• All Students need to feel safe, healthy, and connected at school. Based on local measures & California Healthy Kids Survey Questions on connectedness scale for grade 5 & 7 • Increase efforts to seek parent input • Increase promotion of parent participation • Maintain facilities in good repair • Decrease student suspension rates • Maintain student expulsion rates • Increase school attendance rates • Decrease chronic absenteeism rates • Maintain Middle School Dropout rates

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local measures and/or California Healthy Kids Survey	2016 CHKS	2017 local measure	2018 CHKS	2019 local measure
Local measures, parent surveys, increased opportunities	Parent surveys Superintendents parent advisory, wellness committee 4 district/community events	Parent surveys Superintendents parent advisory, wellness committee 5 district/community events	Parent surveys Superintendents parent advisory, wellness committee 6 district/community events	Parent surveys Superintendents parent advisory, wellness committee 7 district/community events
FIT (Facilities Inspection Tool)	FIT report = Rating of GOOD for all schools	FIT report = Rating of GOOD for all schools	FIT report = Rating of GOOD for all schools	FIT report = Rating of GOOD for all schools
District and state data including LCFF dashboard	1. student suspension rates 1.5% 2. student expulsion rates 0% 3. chronic absenteeism rates 7.5% 4. Middle School Dropout rates 0%	5. student suspension rates 1.5% 6. student expulsion rates 0% 7. chronic absenteeism rates 7.4% 8. Middle School Dropout rates 0%	1. student suspension rates 1.5% 2. student expulsion rates 0% 3. chronic absenteeism rates 7.3% 4. Middle School Dropout rates 0%	1. student suspension rates 1.5% 2. student expulsion rates 0% 3. chronic absenteeism rates 7.2% 4. Middle School Dropout rates 0%
Monthly attendance reports	97%	97.5%	98%	98.2%

Action **1**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Increase school connectedness by providing funding to sites to support: school-wide goals, attendance incentives, 40 developmental assets, CHAMPS positive support behavior model.	Increase school connectedness by providing funding to sites to support: school-wide goals, attendance incentives, 40 developmental assets, CHAMPS positive support behavior model.	Increase school connectedness by providing funding to sites to support: school-wide goals, attendance incentives, 40 developmental assets, CHAMPS positive support behavior model.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$101,060	Amount	$102,086	Amount	$103,096
Source	Unrestricted Attendance Incentive, CIA,	Source	Unrestricted Attendance Incentive, CIA,	Source	Unrestricted Attendance Incentive, CIA,
Budget Reference	Resource 0075, 0280 Object 1000,2000,3000,4000,5000	Budget Reference	Resource 0075, 0280 Object 1000,2000,3000,4000,5000	Budget Reference	Resource 0075, 0280 Object 1000,2000,3000,4000,5000

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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 X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide clerical support for Student Attendance Review Board.	Provide clerical support for Student Attendance Review Board.	Provide clerical support for Student Attendance Review Board.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$145,099	Amount	$146,835	Amount	$148,392
Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental
Budget Reference	Resource 0280, 0790 Object 1000,2000,3000,4000	Budget Reference	Resource 0280, 0790 Object 1000,2000,3000,4000	Budget Reference	Resource 0280, 0790 Object 1000,2000,3000,4000

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ X Specific Grade spans: Grades 6-8

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:Grades 6-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with county. Education training will include an emphasis on electronic vapor devices.	Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with county. Education training will include an emphasis on electronic vapor devices.	Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with county. Education training will include an emphasis on electronic vapor devices.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$28,497	Amount	$29,248	Amount	$29,569
Source	Unrestricted CIA Restricted TUPE	Source	Unrestricted CIA Restricted TUPE	Source	Unrestricted CIA Restricted TUPE
Budget Reference	Resource 0280, 6690 Object 1000,3000,4000,5000	Budget Reference	Resource 0280, 6690 Object	Budget Reference	Resource 0280, 6690 Object 1000,3000,4000,5000

	1000,3000,4000,5000	

Action   **4**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Increase parent involvement: at school site trainings, in workshops and committees and during sponsored community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)	Increase parent involvement: at school site trainings, in workshops and committees and during sponsored community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)	Increase parent involvement: at school site trainings, in workshops and committees and during sponsored community events (i.e. safety committee, anti-bullying workshop, anti-bullying committee, wellness run event, wellness committee)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget		Budget		Budget	

Reference		Reference		Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Increase social/emotional support by providing additional counselors and resources to support students at all schools. Increase services by adding social/emotional curriculum for classrooms and training/workshop for families. Explore recruiting community mentors to further support students.	Increase social/emotional support by providing additional counselors and resources to support students at all schools. Increase services by adding social/emotional curriculum for classrooms and training/workshop for families. Explore recruiting community mentors to further support students.	Increase social/emotional support by providing additional counselors and resources to support students at all schools. Increase services by adding social/emotional curriculum for classrooms and training/workshop for families. Explore recruiting community mentors to further support students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$822,838	Amount	$835,012	Amount	$846,679
Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental	Source	Unrestricted CIA, LCFF Supplemental

Budget Reference	Resource 0280, 0790 Object 1000,3000,4000,5000	Budget Reference	Resource 0280, 0790 Object 1000,3000,4000,5000	Budget Reference	Resource 0280, 0790 Object 1000,3000,4000,5000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Conduct annual analysis of school conditions (FIT report) and perform facility repairs and maintenance. Continue safety training and emergency bin preparation.	Conduct annual analysis of school conditions (FIT report) and perform facility repairs and maintenance. Continue safety training and emergency bin preparation.	Conduct annual analysis of school conditions (FIT report) and perform facility repairs and maintenance. Continue safety training and emergency bin preparation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$692,598	Amount	$708,677	Amount	$721,116
Source	Unrestricted General Fund, CIA, LCFF Supplemental	Source	Unrestricted General Fund, CIA, LCFF	Source	Unrestricted General Fund, CIA, LCFF Supplemental

| | Budget Reference | Resource 0000, 0280, 0790 Object 1000,2000,3000 | Budget Reference | Supplemental

Resource 0000, 0280, 0790
Object 1000,2000,3000 | Budget Reference | Resource 0000, 0280, 0790 Object 1000,2000,3000 |

Action   **7**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide outreach to parents of targeted student populations to give input and participate in site and district level trainings, committees and events. Conduct a needs survey for parents of low income, English learner, and foster students.	Provide outreach to parents of targeted student populations to give input and participate in site and district level trainings, committees and events. Conduct a needs survey for parents of low income, English learner, and foster students.	Provide outreach to parents of targeted student populations to give input and participate in site and district level trainings, committees and events. Conduct a needs survey for parents of low income, English learner, and foster students.

BUDGETED EXPENDITURES

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

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — X All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s) — ☐ All schools   ☐ Specific Schools:_____   X Specific Grade spans: Grades 4 and 5

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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide two elementary PE teachers to support 4th and 5th grade physical education.	Provide two elementary PE teachers to support 4th and 5th grade physical education.	Provide two elementary PE teachers to support 4th and 5th grade physical education.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$183,286	Amount	$186,018	Amount	$188,506
Source	Unrestricted CIA, Restricted YAA	Source	Unrestricted CIA, Restricted YAA	Source	Unrestricted CIA, Restricted YAA
Budget Reference	Resource 0280, 9020 Object 1000,2000,3000	Budget Reference	Resource 0280, 9020 Object 1000,2000,3000	Budget Reference	Resource 0280, 9020 Object 1000,2000,3000

Action **9**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Support student connectedness through clubs, teams, and social activities for grades 6-8th. Help support community events (e.g. speech, CAO, spelling bee, wellness run, Rotary track meet) to expand ways to keep students connected to school.	Support student connectedness through clubs, teams, and social activities for grades 6-8th. Help support community events (e.g. speech, CAO, spelling bee, wellness run, Rotary track meet) to expand ways to keep students connected to school.	Support student connectedness through clubs, teams, and social activities for grades 6-8th. Help support community events (e.g. speech, CAO, spelling bee, wellness run, Rotary track meet) to expand ways to keep students connected to school.

BUDGETED EXPENDITURES

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

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Incorporate Wellness curriculum into daily lessons.	Incorporate Wellness curriculum into daily lessons.	Incorporate Wellness curriculum into daily lessons.

BUDGETED EXPENDITURES

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

Action   **11**

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:_____	

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

Students to be Served	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer service oriented. Develop training and guidelines to help school staff gain awareness and handle situations specific to Foster Youth, English Learners, and Low Income students.	Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer service oriented. Develop training and guidelines to help school staff gain awareness and handle situations specific to Foster Youth, English Learners, and Low Income students.	Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer service oriented. Develop training and guidelines to help school staff gain awareness and handle situations specific to Foster Youth, English Learners, and Low Income students.

BUDGETED EXPENDITURES

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

Action   **12**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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**
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Develop Multi-Tiered Systems of Support (MTSS) plan. Explore recruiting community mentors to help support students.	Implement Multi-Tiered Systems of Support (MTSS) plan. Recruit and retain community mentors to help support students.	Continue to implement Multi-Tiered Systems of Support (MTSS) plan. Explore Recruit and retain community mentors to help support students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Unrestricted CIA	Source	Unrestricted CIA	Source	Unrestricted CIA
Budget Reference	Resource 0280 Object 4000	Budget Reference	Resource 0280 Object 4000	Budget Reference	Resource 0280 Object 4000

X New	☐ Modified	☐ Unchanged

Goal 3 — Maintain a fiscally sound budget that equitably aligns and maximizes available resources

State and/or Local Priorities Addressed by this goal:

STATE X1 X 2 X 3 X 4 X 5 X 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL ___Local Strategic Plan Goal _____

Identified Need

- Need additional funding
- Need better processes to become more efficient
- Some schools/students need additional support to reach their potential

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Business office-additional funding we received	No data in the baseline year as this goal not yet enacted	Baseline data determined	Maintain or increase as applicable	Maintain or increase as applicable
Business office-practices that have become more efficient	No data in the baseline year as this goal not yet enacted	Baseline data determined	Maintain or increase as applicable	Maintain or increase as applicable
Business office-funded projects based on equity model	No data in the baseline year as this goal not yet enacted	Baseline data determined	Maintain or increase as applicable	Maintain or increase as applicable

Action **1**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Actively seek additional funding opportunities and partnerships including grant writing and explore hiring a community liaison.	Actively seek additional funding opportunities and partnerships including grant writing and explore hiring a community liaison.	Actively seek additional funding opportunities and partnerships including grant writing and explore hiring a community liaison.

BUDGETED EXPENDITURES

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

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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**
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Strengthen efficiencies through automation of processes that make district operations more efficient	Strengthen efficiencies through automation of processes that make district operations more efficient	Strengthen efficiencies through automation of processes that make district operations more efficient

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$51,000	Amount	$51,000	Amount	$51,000
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000

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	X English Learners X Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

X New   ☐ Modified   ☐ Unchanged
Align our budget with district goals and allocate funding with equity, based on need.

2018-19

☐ New   ☐ Modified   X Unchanged
Align our budget with district goals and allocate funding with equity, based on need.

2019-20

☐ New   ☐ Modified   X Unchanged
Align our budget with district goals and allocate funding with equity, based on need.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	0
Source	
Budget Reference	

2018-19

Amount	0
Source	
Budget Reference	

2019-20

Amount	0
Source	
Budget Reference	

X New   ☐ Modified   ☐ Unchanged

Goal 4   Continuously engage in open and meaningful communication with all stakeholders

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

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

[Identified Need](#)

Need increased communication and participation with stakeholders including parents

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

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

Stakeholders report increased communication efforts via surveys and/or stakeholder group sessions	No data in the baseline year as this goal not yet enacted	25% of respondents report increased communication efforts between district and stakeholders	30% of respondents report increased communication efforts between district and stakeholders	35% of respondents report increased communication efforts between district and stakeholders

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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**
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups	Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups	Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,296	Amount	$5,686	Amount	$5,742

Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 1000,3000,4000	Budget Reference	Resource 0000 Object 1000,3000,4000	Budget Reference	Resource 0000 Object 1000,3000,4000

Action **2**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Improve internal communication and provide consistent external communication.	Improve internal communication and provide consistent external communication.	Improve internal communication and provide consistent external communication.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9,691	Amount	$9,691	Amount	$9,691
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 4000,5000	Budget Reference	Resource 0000 Object 4000,5000	Budget Reference	Resource 0000 Object 4000,5000

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Create a centralized Pleasant Valley School District Master Calendar online that is updated regularly.	Maintain a centralized Pleasant Valley School District Master Calendar online that is updated regularly.	Maintain a centralized Pleasant Valley School District Master Calendar online that is updated regularly.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$27,504	Amount	$28,173	Amount	$28,765
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 2000,3000	Budget Reference	Resource 0000 Object 2000,3000	Budget Reference	Resource 0000 Object 2000,3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Increase community outreach and transparency using various mediums.	Increase community outreach and transparency using various mediums.	Increase community outreach and transparency using various mediums.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$43,040	Amount	$43,040	Amount	$43,040
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000

Action **5**

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

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

<div align="center">

OR

</div>

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
X New □ Modified □ Unchanged	□ New □ Modified X Unchanged	□ New □ Modified X Unchanged
Explore the possibility of adding a communication specialist position. Work on building the positive perception of all schools in the Pleasant Valley School District.	Explore the possibility of adding a communication specialist position. Work on building the positive perception of all schools in the Pleasant Valley School District.	Explore the possibility of adding a communication specialist position. Work on building the positive perception of all schools in the Pleasant Valley School District.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000	Budget Reference	Resource 0000 Object 5000

6

Action

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

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
X New　☐ Modified　☐ Unchanged	☐ New　☐ Modified　X Unchanged	☐ New　☐ Modified　X Unchanged
Expand the Oxnard Union High School District articulation meetings to include discussions on programming, schedules, and pedagogy.	Continue the Oxnard Union High School District articulation meetings to include discussions on programming, schedules, and pedagogy.	Continue the Oxnard Union High School District articulation meetings to include discussions on programming, schedules, and pedagogy.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$417	Amount	$456	Amount	$463
Source	Unrestricted General Fund	Source	Unrestricted General Fund	Source	Unrestricted General Fund
Budget Reference	Resource 0000 Object 1000,3000	Budget Reference	Resource 0000 Object 1000,3000	Budget Reference	Resource 0000 Object 1000,3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$ 1,830,449	Percentage to Increase or Improve Services:	3.8%

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).

Supplemental LCFF funds are allocated district-wide and principally directed towards meeting the needs of Unduplicated Student Groups. These funds are targeted to support low income, foster youth, and English learner populations. We have allocated increased LCFF funds to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups (Goal 1 Action 6,8,9; Goal 2 Action 7, 11; Goal 3 Action 3). Funds will be used to increase or improve services for unduplicated pupils by:

- Increasing reading teachers to support students in identified subgroups at all school sites
- Increasing counseling services to support students in identified subgroups at all school sites
- Adding Instructional technology and supplemental materials to support student achievement and access to technology
- Providing professional development in the areas of identified need and goals targeted to subgroups
- Providing professional development and materials support to ensure English learner students are making annual gains towards English proficiency
- Increasing parental involvement and engagement

One districtwide strategy involves providing Cultural Proficiency training to ALL district staff in order to benefit our Unduplicated Student Groups through efforts to eliminate discrimination of any kind. By increasing knowledge and understanding of other cultures, our district staff can better support our Unduplicated Students. Cultural events and activities offered to students, parents, staff, and community will benefit all Unduplicated Student Groups through increased awareness and acceptance/celebration of differences. This action will also allow groups to gather from all across the district in order to discuss issues related to diversity and offer support to one another. The results of the action will principally be directed at our Unduplicated Student Groups, however, the action needs to be applied districtwide as our Unduplicated Student population is disseminated throughout our district rather than at a single school. Therefore, the training, events, and support groups need to be provided on a district-wide basis to be the most effective use of funds. Research on Cultural Proficiency by Randall Lindsey supports training on cultural proficiency as a way to support equity and diversity and also to close the achievement gap between our Unduplicated students and all students. Lindsey, Randall B. (1999). Cultural proficiency: a manual for school leaders. Thousand Oaks, Calif.: Corwin Press

A second districtwide strategy involves developing training and guidelines on the special needs of our Unduplicated Student Groups and sharing with ALL district staff in order to benefit our Unduplicated Student Groups with increased knowledge, understanding, and resources. The results of the action will principally be directed at our Unduplicated Student Groups; however, the action needs to be applied district-wide as our Unduplicated Student population is spread throughout our district rather than concentrated at a single school. Therefore, the training, and resources need to be developed and provided on a district-wide basis to be the most effective use of funds. Vera, E. M., Israel, M. S., Coyle, L., Cross, J., Knight-Lynn, L., Moallem, I., Goldberger, N. (2012). Exploring the educational involvement of parents of English Learners. School Community Journal, 22(2), 183-202.

Zwiers, J., Susan O'Hara, and Robert Pritchard. (2014). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Portland, ME: Stenhouse.

Mattos, M., Austin Buffum, Chris Weber. (2008) Pyramid response to intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree.

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.

   o 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?

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