Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
LEA: Raymond-Knowles Union Elementary School District	Michelle Townsend, Superintendent/ Principal	mtownsend@rkusd.org, (559) 689-3336

2017-20 Plan Summary

The Story

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

Raymond-Knowles Union Elementary School District (RKUESD) is a single-school district located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in the foothills of Eastern Madera County.

The district encompasses 196.7 square miles of sparsely populated foothills. Currently, the district serves a diverse population of 82 students enrolled in grades K-8, 10% of whom are American Indian, 6% two or more races, 22% Hispanic, 58% White, and 5% other. Approximately 65% of our students meet the state's definition of "unduplicated pupils."

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; and one Resource Teacher, and one Response to Intervention part-time teacher. One school and district secretary, one site administrator (superintendent/principal), two maintenance/janitorial/food services/bus drivers, one part-time maintenance worker, and a business services worker provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy.

We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a computer or technology device assigned to them. Kindergarten through first grades use iPad minis. Second through eighth grades uses Chromebooks. We are also a Google Apps for Education (GAFE) school. All of our teachers are in the process of becoming Google Certified Teachers.

We take pride in our students work and accomplishments. We host a student showcase event once a month where we invite the community to the school to see students work on display. Students share with their families

and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are stakeholders in the community and are active in the school program.

LCAP Highlights

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

Raymond Knowles UESD is committed to educating the whole child in a supportive environment. To that end, the LCAP highlights the following:

To support teachers in improving their craft, and in providing best first instruction, the Teacher on Special Assignment (TOSA) will create and model standards-based lessons for teachers, and work with them to build their efficacy in creating their own meaningful standards-based lessons. The TOSA will also facilitate meetings to discuss instructional practices, student data analysis, and positive classroom culture and environment.

Teachers are trained to implement Project Based Learning into lessons and units of study.

To ensure technology most effectively supports instruction, teachers attend Google Certification Boot Camps and other GAFE workshops/conferences to learn GAFE tools.

To support at-risk students, counseling services are provided, along with in-class and out of class academic interventions for students.

Our Student Showcase events engage students, parents, and the community-at-large in a positive demonstration of students' learning.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

[Note: California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High.]

The district also showed a 2%-points increase in students meeting or exceeding standard in math from 2016-2017.

On the LCAP survey for the statement, "The school focuses on creating excitement and engagement for all students and families." The school received a 5 (strongly agree) for 73% of the responses and a 4 (agree) for 15.4% of the responses.

Fifty percent of RKUESD teachers have achieved Google Certified Educator status.

Referring to the California School Dashboard, 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

On the state's Fall, 2018, Dashboard, the Suspension Rate Indicator for All Students was in the "Very High" (9.5%) and "Increased" (+4.3%) ranges, resulting in placement in the Red Category. This is due, in large part, to having a small population in which a few students can cause wide swings in results.

To lower the suspension rate, the district will continue to implement positive behavior interventions. Raymond-Knowles Elementary will also continue to provide counseling services to high-risk students and families.

The District was also in the Orange Category for both English Language Arts and mathematics.

The district will continue to offer the best possible services to our students, and continue the LCAP improvement actions and services. (See the "Increased or Improved Services" section below.) Students' growth in academics and the closing of achievement gaps since 2015 indicates our overall efforts have been effective.

In 2018, color categories were assigned for the first time for Chronic Absenteeism rates. These initial results indicate that the district will need to focus additional efforts in reducing chronic absenteeism, as its 12.2% rate put the district in the Orange category.

The District will continue to improve first teaching, provide interventions, and continue a part-time Response to Intervention teacher to build on and improve the academic assessment results and other indicators on the California School Dashboard.

Referring to the California School Dashboard, 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

The district has no performance gaps, based on the definition above.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Raymond-Knowles Elementary School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

As a single school district, the LEA was involved in every step of developing the CSI Plan, and the CSI Plan aligns entirely with the LCAP. The school-level needs assessment was facilitated by the LEA, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including the SSC, staff, and parents. Such a needs assessment has been part of the school culture in developing the LCAP in prior years.

As a result of the needs assessment, evidence-based interventions that are currently in place and show evidence of positive results were identified. Additionally, other evidence-based interventions that will be implemented were identified to address the student outcomes, school climate, and conditions of learning.

After careful consideration of various options, the district determined that it would devote the bulk of its resources to hiring a temporary Teacher on Special Assignment (TOSA) to build the self-efficacy of teachers to design and implement their own meaningful lessons (Goal 1, Action 1).   The district will also provide:

- An additional day of counseling services to provide students with socio-emotional supports (Goal 2, Action 2).
- A supplemental reading program for grades TK-3 (Goal 3, Action 4).
- Summer school, available to all current students, focusing on reading skills and STEM activities (Goal 3, Action 7).
- Monthly Saturday School for attendance recovery (Goal 6, Action 1).

Because we are such a small school/district, outcomes can be volatile as the result of changes involving even a few students. On the other hand, being a small school/district ensures that all students have sufficient access to resources, with no resource inequities.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA will require teachers to submit lessons to and will have short evaluations based on some of their lessons that they are implementing based on coaching from the TOSA. The LEA will also trach students academic and behavior data who are receiving counseling services. The district will also track students' academic progress for those who were enrolled in summer school.

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

RKUESD classrooms will be led by appropriately credentialed and assigned, 21st century teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
                      Priority 8

Local Priorities: Digital portfolios and work samples

Annual Measurable Outcomes

Expected	Actual
Priority 1 Local Indicator -- Teachers appropriately credentialed and assigned 100% of teachers will be appropriately credentialed and assigned, 21st century teachers. **MET**	100% of teachers were appropriately credentialed and assigned. **MET**
Teacher Training 70% of teachers will have obtained Google Educator Status.	50% of teachers have obtained Google Educator Status.
Local Academic Indicator – Digital portfolios and work samples 100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	All students in 6th through 8th grades had work samples in digital portfolios.

Actions / Services

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

Action 1

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

Maintain Learning Director position for instructional coaching.
   *Bi-weekly teacher observations
   *Bi-weekly one-on-one meetings to discuss instructional practices, student data analysis, and technology integration practices.
	The Learning Director provided instructional coaching, as planned. The Learning Director also provided intervention to students who were identified as having significant academic achievement gaps.
	
	The Learning Director was in all classrooms multiple times a week.
	
	Biweekly meetings were consistent all year. The meetings consisted of discussions surrounding instructional practices, student data analysis, and technology implementation.
		$87,000
		S/C
		Certificated Teacher Salary
			$86,734.50

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.	Four teachers were sent to CUE Rockstar Central Valley Conference	$2,000 Base/Educator Effectiveness/Title I Travel and Conference	$358.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.	Teachers were given a large variety of opportunities for trainings and workshops during summer, weekends, and/or school hours. Several trainings were attended by our teachers.	$3,000 Title I Travel and Conference	$814.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage teachers to present at off-site conferences and workshops.	Teachers were encouraged and Ms. Von Wagner and Mrs. Stevenson presented on ELA at the EduProtocol Way at the EdTech Summit in Roseville on January 20, 2019. presented at an off-site conference or workshop.	No additional cost.	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Discontinued.	Discontinued.	N/A	N/A

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.	A part-time certificated Response to Intervention (RTI) teacher was hired and provided services to struggling students for 20 hours per week.	$16,252.00 Supplemental & Concentration Funds Part-Time Certificated	$9,449.89

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Learning Director consistently held biweekly meetings with veteran teachers and weekly meetings with new teachers to discuss best teaching strategies, implementation of state standards, and to review student data. The Learning Director also helped teachers with the continued implementation of technology into

their instruction. Teachers took advantage of several professional development opportunities. Teachers presenting outside the District was 40%. The RTI teacher was hired and worked with students on a daily basis. Overall, implementation was fairly complete.

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

Students' growth in academics and the closing of achievement gaps since 2015 indicates our overall efforts have been effective, but growth has slowed prior to this year. The district continues to provide excellent first instruction, and to address the needs of all of our students, both successful and struggling, though the volatility of outcomes due to the small numbers of students assessed on the state's SBAC makes predicting results more challenging. Teachers are continuing to work towards level one and two Google Certification, and are becoming more fluent in effectively incorporating technology into lessons. Teachers and students were successful in creating digital portfolios for all students K-8 in their Google Dive or in a program called SeeSaw. The Learning Director was effective and consistent with teacher meetings. Teachers continue to improve in areas of their instruction that were weak, as well as becoming more efficient with understanding data and using it to drive their instruction. The efforts of the part-time RTI teacher are expected to show results in the achievement of struggling students; the anecdotal and district created spreadsheet data suggests that it is having a significant impact on their learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not many professional development opportunities that sparked the interest or the needs of our teachers this year, therefore, we did not spend the total budgeted amount for training and workshops. The large discrepancy in the budgeted amount for the RTI teacher was due to our RTI teacher working Monday through Thursday. The RTI teacher did not start work until a few weeks into the school year and also ended RTI instruction before State Testing in May.

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.

Based on the district's needs assessment and stakeholder input:

Goal 1 will be modified by adding "and equipped" to reflect the district's commitment to supporting teachers in planning and delivering best first instruction.

Goal 1, Action 1 will be modified from Learning Director to Teacher on Special assignment (TOSA).

Goal 1, Action 2 will be discontinued. The associated metric will be discontinued.

Goal 1, Action 3 will be modified to reflect that individual professional growth may be more effective when it is tailored to fit an individual teacher's needs.

Goal 1, Action 4 will be discontinued since it is duplicative of modified Action 3.

Goal 1, Action 7 will be added to underscore the district's commitment to hire and retain appropriately credentialed teachers.

Goal 2

RKUESD will provide a safe, comfortable, well-maintained learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
                       Priority 5
                       Priority 6

Annual Measurable Outcomes

Expected	Actual
Priority 1 Local Indicator -- School facilities are maintained in good repair An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. **MET**	73.1% of stakeholders who filled out the LCAP survey scored our school facilities being maintained in good repair with a score of 4 or 5. *The rating score for the questions on the LCAP survey is 1(strongly disagree to 5(strongly agree) **MET**
Priority 6 Local Indicator -- School Climate Survey An average score of 4/5 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying. **MET**	73% of stakeholders who filled out the LCAP survey scored our school as having a safe campus with a score of 4 or 5. 84.6% of stakeholders who filled out the LCAP survey scored our school as appropriately handles harassment and bullying among students with a score of 4 or 5. *The rating score for the questions on the LCAP survey is 1(strongly disagree to 5(strongly agree) **MET**
Truancy Rate Our truancy rate will stay at or below 6%.	Truancy Rate was 6.1%
Suspension Rate Indicator The Suspension Rate Indicator will decrease -- All students: 1% to 4.2%. (Yellow Category) Low Income: 3% to 5.3%. (Yellow Category) White: Maintain at 0%. (Blue Category)	The Suspension Rates for 2018-19 will be released by the state in December, 2019. The rates released on the most recent Dashboard (2017-2018) were -- All students: 9.5%. (Red Category)

Expected	Actual
Hispanic: 3% to 6.5%.	Low Income: 10.5%. (Red Category) White: 7.7%. (Red Category) Hispanic: 16.7%. (No color assigned)
Expulsion Rate Our expulsion rate will remain below 1%.	The expulsion rate was 0%.
Attendance Rate The district wide student attendance rate will be maintained at 95% or above.	The district wide student attendance rate was 94%.
Middle School Dropout Rate Our middle school dropout rate will be maintained at 0%.	The middle school dropout rate was 0%.

Chronic Absenteeism Rate
Our chronic absenteeism rate will be reduced by 2% from the prior year for All Students.
	The Chronic Absenteeism Rates for 2018-19 will be released by the state in December, 2019.
	The rates released on the most recent Dashboard (2017-2018) were --
	    All Students, increased by 1.9% to 12.2%. (Orange Category)
	    Low Income students, increased by 1.8% to 15.1%. (Orange Category)
	    White students, increased by 4.7% to 15.4%. (Orange Category)
	    Hispanic students, increased by 2.9% to 7.7%. (No color assigned)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain part-time custodial employee.	The district maintained a part-time custodial employee.	$8,500 Base Classified Support Salaries	$10,902.28

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counseling services for at-risk students will be continued.	At-risk students were provided counseling services once a week.	$15,000 Title I Professional Services	$8500.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Learning Director/Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.	The Learning Director met with veteran teachers biweekly and new teachers weekly to discuss best practices for a positive classroom culture and environment. Practices shared include Kagan strategies, analyzing data, and grouping of students.	No additional cost.	No cost

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.

These actions and services were implemented to achieve the articulated goal. The district maintains a part-time custodian, a maintenance person, and a food services director to help maintain safe and clean facilities and grounds, and to provide healthy meals to students. Counseling services were on campus once a week to serve at-risk students. Our Learning Director met with teachers veteran teachers bi-weekly, and new teachers weekly to discuss best practices for both classroom instruction and classroom management. The school safety plan and the discipline policy were to be reviewed and updated if needed by staff, SSC, and the RKUESD School Board, so they were regularly discussed. These actions and services were fully implemented.

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

The overall effectiveness of these actions and services was fair. Both the suspension rate and the chronic absenteeism rate are higher than desired. As noted above, the small numbers of students can cause significant swings in percentages of students suspended and students who are chronically absent.   To lower the suspension rate, the district will continue to implement positive behavior interventions and counseling services to high-risk students and families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The extra cost for the part-time custodial employee was due to extra hours and overtime. The difference in the cost for the counseling services was due to over budgeting in the event the service fees increased and /or we needed to add extra days. The district did not incur either of these two scenarios for counseling services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expected Annual Measurable Outcomes for Suspension Rate and Chronic Absenteeism Rate will be revised for 2019-20 to reflect the Fall, 2018, California School Dashboard data.

Based on the district's needs assessment and stakeholder input:

Goal 2, Action 1 will be modified to reflect the part-time custodial duties now assigned to a full-time employee.

Goal 2, Action 2 will be modified to include an additional day of counseling services for at-risk students.

Goal 2, Action 3 will be modified to reflect that support for new and veteran teachers will be differentiated.

Goal 2, Action 4 will be added to reflect the district's commitment to supplying teachers with the materials they need to help their students be successful.

In order to better focus on attendance, and address CSI, the district will create a Goal 6, "Decrease Chronic Absenteeism." The metrics "Attendance Rate" and "Chronic Absenteeism Rate" will be discontinued for Goal 2, and applied to this new goal.

Because it is duplicative, the metric for "Truancy Rate" will be discontinued entirely.

Goal 3

Students will master CCSS content.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
                      Priority 2
                      Priority 4
                      Priority 7
                      Priority 8

Local Priorities: Teacher and District Assessments

Annual Measurable Outcomes

Expected	Actual
Priority 1 Local Indicator -- Students have sufficient access to high-quality, standards-aligned curriculum and instructional materials. 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. MET	100% of students had access to high-quality, standards-aligned curriculum and instructional materials. MET
Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students. Maintain 100% implementation of instruction in academic content and performance standards MET	The district maintained 100% implementation of instruction in academic content and performance standards. MET
Academic Indicator, ELA (Distance from Level 3) Mean distance from Level 3 in will improve -- All students: 4 points to 4.2 points below. (Green category) Low Income: 7.8 points to 12.7 points below. (Yellow category) Hispanic: 8 points to 19.5 points below. White: 4 points to 3.4 points below	The Academic Indicators for 2018-19 will be released by the state in December, 2019. The data released on the most recent Dashboard (2017-2018) were -- All students: 11.3 points below standard. (Orange category) Low Income: 28.7 points below standard.* Hispanic: 50.1 points below standard.* White: 1.4 points below standard.* * No color is assigned is less than 30 students.
Academic Indicator, Math (Distance from Level 3) Mean distance from Level 3 in will improve -- All students: 6.1 points to 25 points below. (Green category) Low Income: 10.9 points to 34 points below. (Yellow category) Hispanic: 10.9 points to 25 points below. White: 6.6 points to 18 points below.	The Academic Indicators for 2018-19 will be released by the state in December, 2019. The data released on the most recent Dashboard (2017-2018) were -- All students: 30.0 points below standard. (Orange category) Low Income: 48.1 points below standard.* Hispanic: 42.5 points below standard.* White: 27.6 points below standard.* * No color is assigned is less than 30 students.
Local reading and math assessments. 90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.	The school is working on a tool to track Kindergarten and first grade students in both ELA and Math to determine whether or not they are on grade level. 52% second through eighth graders were on or above grade level in ELA, per district benchmark assessment iReady. 63% second through eighth graders were on or above grade level in Math, per district benchmark assessment iReady.

Expected	Actual
SMARTER Balanced Fixed Interim Comprehensive Assessments and Fixed Interim Performance Tasks **(Assessment with be changed to iReady for the next three school years).** Greater than 55% of pupils in grades K-8 8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.	52% second through eighth graders were on or above grade level in ELA, per district benchmark assessment iReady. 63% second through eighth graders were on or above grade level in Math, per district benchmark assessment iReady.
Access to Technology 100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks).	100% of teachers and students had Google Apps for Education. TK-1st grade had 1:1 iPad minis. 2nd-8th grades had 1:1 Chromebooks.
Access to a Broad Course of Study All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET	All students had access to a broad course of study that included ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Learning Director position for instructional coaching. *Bi-weekly teacher observations *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction.	The Learning Director was maintained. Teacher observations occurred once per trimester on average. Bi-weekly one-on-one meeting took place with teachers and the Learning Director. The Learning Director interacted with teachers on a regular basis regarding instruction, CCSS lessons, and assessment.	See Goal #1, Action #1.	$86,734.50

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Working with teachers on individualizing instruction for students to ensure they are meeting standards.	The Learning Director worked with teachers on a regular basis to address individual student's needs, as necessary.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8th grade graduation requirements tied to % CCSS mastered.	8th grade graduation criteria were tied to CCSS. The following is the Academic Achievement criteria for eighth grade graduation. **Academic Achievement:** Measured by report card and digital portfolio **With Honors:** Mastered 80% of the CCSS assessed during 7th and 8th grade years; on or above grade level on local and state assessments during 7th and 8th grade years **Graduation:** Mastered 50% of CCSS assessed during 8th grade year; not more than one year below grade level on local and state assessments during 7th and 8th grade years **Promotion:** Mastered less than 50% of CCSS assessed during 8th grade year; more than one year below grade level on state and local assessments during 7th and 8th grade years.	No additional costs.	No cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide in-class and out of class interventions for students not meeting standards.	In-class and out-of-class interventions were provided in small groups to students who were struggling academically. These were taught by the Learning Director and by the part-time Response-to-Intervention (RtI) teacher.	See Goal 1, Action #6	$9,449.89

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.	The Heinemann, Lucy Calkins reading curriculum for grades K through 3rd continued to be used. It included student progress and checkpoints, incentives for student progress, and information being sent home from teachers to report how students are progressing in their reading.	$2,000 Title I Supplies	$3734.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.	Technology (Chromebooks and iPads) were purchased or repurposed for students and for teachers as necessary and appropriate. 100% of teachers and students had Google Apps for Education	$2,000 Title I Supplies	$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students had access to a broad course of study that included ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	No additional costs	No cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of actions and services for Goal 3 were met. The Learning Director and the Principal worked together to provide teachers with coaching and feedback to improve their skills. The Learning Director and the RTI Teacher provided interventions and support to struggling students. Students were regularly assessed with district benchmarks, and classroom instruction appropriately adjusted based on assessment results. The district remains committed to keeping our students on the forefront of using technology effectively, and providing them and our teachers with the tools to do so. Students at Raymond-Knowles Elementary receive a well-rounded, personalized education.

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

The most recent two years of SBAC and California School Dashboard results indicate the district is maintaining previous improvements in math, while ELA results show some declines. We are continuing to address both areas with continued professional learning, and providing interventions for struggling students, and expect to see improvements in ELA in math when the Fall, 2019, California School Dashboard is released.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for maintaining CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives was more than what was budgeted due to the cost of the Heinemann, Lucy Calkins reading curriculum for grades K-3.

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.

Expected Annual Measurable Outcomes for Academic Indicators will be revised for 2019-20 to reflect the Fall, 2018, California School Dashboard data.

Based on the district's needs assessment and stakeholder input:

Goal 3, Action 1 will be modified to reflect the change from Learning Director to TOSA.

Goal 3, Action 4 will be modified to include events for families to promote reading outside of school.

Goal 3, Action 5 will be modified to reflect changes in technology expenditures.

Goal 3, Action 7 will be added to address the requirements of a plan for Comprehensive Support and Improvement, describing that, in the summer of 2019, the district will offer summer school to all current RKUESD students.

Goal 4

Generate excitement and engagement about what's going on at the school through campus beautification, quality instruction and project-based learning in varied subjects, and increased communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3

Annual Measurable Outcomes

Expected	Actual
Promote parent participation in programs for unduplicated pupils. **Promote parent participation in programs for individuals with exceptional needs.** Attendance of families at monthly student showcase events will be 85% or greater.	Our average attendance of families at monthly student showcase events for the 2018-2019 school year was 87%.
Service Learning 90% of 8th graders will meet the minimum community service graduation requirement.	100% of 8th graders met the minimum community service graduation requirement
Efforts to seek parent input in making decisions for the school district and each individual school site. 90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.	On the LCAP survey in the area of school to home communication, 89% of families rated the school a 4 or higher.

Efforts to seek parent input in making decisions for the school district and each individual school site.
       Promote parent participation in programs for unduplicated pupils.
       Promote parent participation in programs for individuals with exceptional needs.
 	
School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.
	The School Site Council met three times during the 2018-2019 school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8th grade graduation requirements will include community service hours.	8th grade graduation requirements include the following criteria in the area of community service: Honors -- 45 hours, Graduation -- 25 hours, Promotion <25 hours	No additional costs	No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.	Learning Director worked in one-on-one meetings bi-weekly with veteran classroom teachers and weekly with new teachers on implementing state standards-aligned lessons and units of study. It also occurred frequently throughout the week via email and informal conversations.	No additional costs	No Cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.	Frequent Blackboard Connect Ed messages regarding important events and dates were sent home. Progress reports with explanations of standards covered and areas where students need extra assistance went home quarterly. Parent/Teacher conferences were held at the end of the first and second Trimester with all students and their families.	No additional costs	No cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.	Student showcases took place every month with the exception of January and June and were well-attended. The Night of Creations/Art Exhibit" was held on February 13, 2019. The Raymond-Knowles team participated in the Madera County Academic Pentathlon on March 16. 2019. The school Science Fair was held on March 28, 2019.	No additional costs	No cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update and maintain the school website. Continue School Facebook and YouTube Channel. Student(s) will publish article in local paper(s) once a trimester.	The website program is maintained on a regular basis. The Facebook Page is active and current: https://www.facebook.com/raymondschool/ It is a frequently-used means of communication between the district and the community. The YouTube channel was not updated. Students did not publish articles. However, there were at least three positive articles written about our school in local newspapers.	No additional costs	No cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Site Council will continue to review and update the Single Plan for Student	The SSC reviewed SPSA and LCAP goals this year.	No additional costs	No cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Achievement and will look and discuss LCAP goals and actions.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of the eight grade graduation community service requirements continues to be well done. The junior high teacher kept accurate records of kids' service. Students were required to complete a prior approval and a completion form to keep track of hours. Their teacher takes those and transfers them to a spreadsheet. The school was also proactive with providing numerous opportunities for community service.

The school to home connection through newsletters, Blackboard Connect, and Facebook was also well implemented. Student Showcase events were well attended by families and community members, and are a source of community pride. The school website program could still use some work. Increasing the frequency of SSC meetings still remains a concern.

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

The effectiveness of these actions and services was evident in our LCAP survey and based on the attendance of our Students' Showcase Events. Parent and student satisfaction with the learning environment and quality of education remain high.

Scheduling to accommodate the needs of its various members remains a significant difficulty in increasing the number of the SSC meetings. This is an area for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Based on the district's needs assessment and stakeholder input:

Goal 4, Action 2 will be modified to reflect the change from Learning Director to Teacher on Special Assignment.

Goal 4, Action 3 will include additional language regarding increasing parent participation, including purchasing software to support these efforts.

Goal 4, Action 4 will be modified to specify the number of Student Showcases each year, and to provide funding to support these events.

Goal 4, Action 5 will be modified to reflect the district's intent to broaden its social media outreach to parents and community.

Goal 4, Action 6 will be modified to comply with recently revised Ed Code. As recently approved by the California State Board of Education (SBE), the district will incorporate the required School Plan for Student Achievement (SPSA) elements into its LCAP. The School Site Council will review and approve the federally-funded actions – including CSI -- that are described in this single, integrated plan.

The recently passed AB 716 allows small schools to modify the size of its SSC; the district may look into this as a possible solution to the scheduling difficulties (Goal 4, Action 6).

Goal 5

Deliver Quality Instruction to English Learner Students and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4
	Priority 8
Local Priorities:	iReady District Benchmark Assessments

Annual Measurable Outcomes

Expected	Actual
State English Language Development Assessment All English Learner students will show one year or more progress on the English Language Proficiency Assessment for California (ELPAC)	State English Language Development Assessment The data are not reported on the state's Dashboard due to the low number of English Learners in the district.
iReady Math Assessment All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	iReady Math Assessment In respect to privacy concerns, the data cannot be reported due to fewer than 11 Students with Disabilities in the district.

Expected	Actual
iReady ELA Assessment All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	iReady ELA Assessment In respect to privacy concerns, the data cannot be reported due to fewer than 11 Students with Disabilities in the district.
Reclassification Rate (Added 2018-19) All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.	Reclassification Rate (Added 2018-19) The data are not reported on the state's Dashboard due to the low number of English Learners in the district.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Discuss progress on the ELPAC proficiency levels on Standards Based Report Cards to the parents of EL students at parent/ teacher conferences. (2 times a year).	Progress on English Language Development and proficiency levels on the district's Standards Based Report Card was shared with parents of English Learners at parent/ teacher conferences. (2 times a year).	No additional costs.	No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resource teacher will continue quarterly progress reports on IEP goals for SWD. These reports will be shared at parent/ teacher conferences. (2 times a year)	The district maintained quarterly reports of the progress toward EIP goals for all SWD. These reports were shared with parents at the biannual parent/teacher conferences.	No additional costs.	No cost

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.

All actions and services were implemented, as planned.

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

English learners and Students with Disabilities are showing academic gains. Because the numbers of our SWD and EL are so small, privacy considerations prohibit data from being reported.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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.

Based on the district's needs assessment and stakeholder input:

Goal 5, Action 1 will be modified to include the district's plan to create a report card section on English Learner's progress toward reclassification.

Goal 5, Action 2 will be modified to clarify the district's practices regarding progress monitoring for Students with Disabilities.

Stakeholder Engagement

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?

All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process through informal and formal feedback at Student Showcase events, through LCAP surveys, SSC meetings, (June 18, 2018, January 31, 2019), staff meetings (October 29, 2018, February 25, 2019, April 1, 2019), and parent-teachers conferences (weeks of November 13-16, 2018 and March 4-8, 2019).

An online survey was available to parents through the district website. https://docs.google.com/forms/d/1thVyTDzhGDNDRSxKgtFACDhBH8EQGri3tyd9-cmSWVM/viewform?edit_requested=true

The LCAP public hearing date was held on May 31, 2019.

The LCAP was approved by the RKUESD school board on June 13, 2019.

Impact on LCAP and Annual Update

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

All LEA parents and community members impacted the LCAP for the upcoming year by providing feedback on our LCAP survey. The LEA's personnel were engaged and involved in the LCAP process through staff meetings and the LCAP survey. The School Site Council, which is made up of many of the LEA staff due to it being a small school, as well as several community members, had a say on the LCAP. Also, the RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many rich and insightful conversations were had with all the above stakeholders on the LCAP and its goals, actions, and services.

As a result of these conversations and stakeholder input, and reviewing the data, the community agreed that the academic Summer School program that will focus on Reading, math, and Stem, would be the district's CSI Plan, an effective way to address the needs of students to improve in ELA and math. **(Goal 1, Action 6)**

Goals, Actions, & Services

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

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

Modified

Goal 1

RKUESD classrooms will be led by appropriately credentialed, assigned, and equipped 21st-century teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1

Priority 8

Local Priorities: Digital portfolios and work samples

Identified Need:

There is a need for continued training in CCSS, formative assessment and data analysis practices, and integration of technology resources, with 50% of teachers still to acquire the status of Google Educator or Apple Distinguished Educator.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- Teachers appropriately credentialed and assigned	100%	100% of teachers will be appropriately credentialed and assigned, 21st century teachers. MET	100% of teachers will be appropriately credentialed and assigned, 21st century teachers. MET	100% of teachers will be appropriately credentialed and assigned, 21st century teachers. MET

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Training	40%	60% of teachers will have obtained Google Educator Status.	70% of teachers will have obtained Google Educator Status.	Discontinued.
Local Academic Indicator – Digital portfolios and work samples	100%	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.

Planned Actions / Services

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

Action   1

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

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

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

All	All Schools

Actions/Services

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

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

Maintain Learning Director position for instructional coaching.
   *Bi-weekly teacher observations
   *Bi-weekly one-on-one meetings to discuss
   instructional practices, student data analysis,
	Maintain Learning Director position for instructional coaching.
	   *Bi-weekly teacher observations
	   *Bi-weekly one-on-one meetings to discuss
	   instructional practices, student data analysis,
		A Teacher on Special Assignment (TOSA) will create standards-based lessons for teachers. Many of these lessons will be modelled in the classroom by the TOSA to provide teachers with hands-on experience on best teaching strategies.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and technology integration practices.	and technology integration practices.	The TOSA will also meet with teachers to discuss how to create their own meaningful standards-based lessons. The TOSA will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the TOSA creates. Based on a needs assessment that examined state and local data, this action is intended to address the requirements of a plan for Comprehensive Support and Improvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$87,000	$100,521
Source	S/C	S/C	CSI Grant
Budget Reference	RE-0000/OB-1100	Certificated Teacher Salary	Certificated Teacher Salary

Action   2

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

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

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

Students to be Served	Location(s)
All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.	Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.	Discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	Discontinued.
Source	Base/Educator Effectiveness/Title 1	Base/Educator Effectiveness/Title 1	Discontinued.
Budget Reference	RE-0000/OB-5200 RE-6264/OB-5200 RE-3010OB-5200	Travel & Conference	Discontinued.

Action   3

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

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

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

All	All schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.	Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.	Promote attendance at relevant off-site trainings and workshops during summer vacation, weekends, and/or during school hours as appropriate. Professional growth opportunities will be tailored to the individual teacher's needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $3,000 b. $2,000	$3,000	$3,000
Source	a. Title I b. Base	Title I	Low Performing Students Grant
Budget Reference	RE-0000/OB-5200 RE-6264/OB-5200 RE-3010OB-5200	Travel & Conference	Travel & Conference

Action   4

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

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

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

Students to be Served	Location(s)
All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Encourage teachers to present at off-site conferences and workshops.	Encourage teachers to present at off-site conferences and workshops.	Discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	Discontinued.
Source	N/A	N/A	Discontinued.
Budget Reference	N/A	N/A	Discontinued.

Action   5

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a roving substitute teacher once a month to provide teachers release time to observe the learning director and/or other teachers using effective teaching tools and skills.	Discontinued.	Discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,100	N/A	Discontinued.
Source	Title I	N/A	Discontinued.
Budget Reference	RE-0000/OB-1120	N/A	Discontinued.

Action   6

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

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

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

All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.	Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$16,252.00	$16,252.00
Source	N/A	Supplemental & Concentration Funds	Supplemental & Concentration Funds
Budget Reference	N/A	Part-Time Certificated	Part-Time Certificated

Action   7

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Monitor the credential status of all certificated employees on an annual basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

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

Unchanged

Goal 2

RKUESD will provide a safe, comfortable, well-maintained learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1

Priority 5

Priority 6

Identified Need:

Suspension Rate Indicator:

For All Students, the suspension rate was 9.5% for 2017-18, an increase of 4.3% from the prior year. The status was in the Very High range, and assigned to the Red category due to both status and increase from the prior year. **It should be noted that the small numbers of students involved makes this a very volatile indicator.** Two student groups were assigned a color:

Low Income student group, at 10.5% suspension rate, was assigned the Red category.

White student group, at 7.7%, was assigned the Red category.

The Hispanic student group was not assigned a color, and was in the Very High range at 16.7%.

Attendance rate: Not available yet. When available, it will be added to the data

Chronic absenteeism rates from the Fall, 2018, California School Dashboard:

All students: 12.2% (Orange Category)

Low Income: 15.1% (Orange Category)

White: 15.4% (Orange Category)

Hispanic: 7.7% (No color assigned)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- School facilities are maintained in good repair.	LCAP Survey: 40% scored a 5 36.7% scored a 4 20% scored a 3 Average = 4.2	An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET	An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET	An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET
Priority 6 Local Indicator -- School Climate Survey.	LCAP Survey: 69% scored a 5 31% scored a 4	An average score of 4/5 or higher on the LCAP survey in the area of having a safe	An average score of 4/5 or higher on the LCAP survey in the area of having a safe	An average score of 4/5 or higher on the LCAP survey in the area of having a safe

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Average = 4.7	campus and how well our school handles bullying. MET	campus and how well our school handles bullying. MET	campus and how well our school handles bullying. MET
Truancy Rate	TBD	Our truancy rate will stay at or below 8%.	Our truancy rate will stay at or below 6%.	Discontinued.
Suspension Rate Indicator	All: 5.2% (Orange) Low Income: 6.5% (Red) White: 4.4% (Orange) Hispanic: 9.7% (N/A)	The Suspension Rate Indicator will decrease -- All students: 2.2% to 3.0%. (Green Category) Low Income: 3% to 3.5%. (Yellow Category) White: 2% to 2.4%. (Green Category) Hispanic: 3% to 6.7%.	The Suspension Rate Indicator will decrease -- All students: 1% to 4.2%. (Yellow Category) Low Income: 3% to 5.3%. (Yellow Category) White: Maintain at 0%. (Blue Category) Hispanic: 3% to 6.5%.	The Suspension Rate Indicator will decrease -- All students: 3.5% to 6.0%. (Yellow Category) Low Income: 3.5% to 7%. (Orange Category) White: 3.5% to 4.2% (Yellow Category) Hispanic: 6% to 10.7%.
Expulsion Rate	0%	Our expulsion rate will fall below 1%.	Our expulsion rate will remain below 1%.	Our expulsion rate will remain below 1%.
Attendance Rate	TBD	The district wide student attendance rate will be maintained at 95% or above.	The district wide student attendance rate will be maintained at 95% or above.	Discontinued for this goal, moved to Goal 6.
Middle School Dropout Rate	0%	Our middle school dropout rate will be maintained at 0%.	Our middle school dropout rate will be maintained at 0%.	Our middle school dropout rate will be maintained at 0%.
Chronic Absenteeism Rate	TBD	Our chronic absenteeism rate will be maintained at 3% or below.	Our chronic absenteeism rate will be reduced by 2% from the prior year for All Students.	Discontinued for this goal, moved to Goal 6.

Planned Actions / Services

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

Action   1

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain part-time custodial employee.	Maintain part-time custodial employee.	Part-time custodial duties will be moved to a full-time employee. (Custodial duties for this person will remain part-time.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,000	$8,500	$12,655
Source	Base	Base	Base
Budget Reference	Rep-0000/OB-2200	Classified Support Salaries	Classified Support Salaries

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counseling services for at-risk students will be continued.	Counseling services for at-risk students will be continued.	Counseling services for at-risk students will continue. An additional day of counseling will be added for a total of two days of counseling service per week. Based on a needs assessment that examined state and local data, the increase in services is intended to address the requirements of a plan for Comprehensive Support and Improvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$17,000
Source	Base	Title I	Title I/CSI
Budget Reference	RE-3010/OB-5800	Professional Services	Professional Services

Action 3

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Learning Director/Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.	Learning Director/Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.	The TOSA will meet with new teachers weekly and veteran teachers biweekly to discuss best practices for a standards-based lesson design and delivery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 4

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Teachers are provided with updated supplies and learning materials for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	$8,000
Source	N/A	N/A	Base
Budget Reference	N/A	N/A	Books and Supplies

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

Modified

Goal 3

Students will master the Common Core State Standards (CCSS) content.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
                          Priority 2
                          Priority 4
                          Priority 7
                          Priority 8

Local Priorities: Teacher and District Assessments

Identified Need:

Students will need to master CCSS at each grade level. They also need to be equipped with critical thinking, problem solving, and other career-oriented skills for college and 21st century jobs.

Academic Indicators: ELA progress for All Students was in the Orange category at 11.3 points below Level 3, a decrease of 3 points from the prior year, which placed it in the Declined range. The student groups with scores reported were: Low Income – 28.7 points below; Hispanic – 27.5 points below; White – 1.4 points below. The number of students in each group was too small for colors to be assigned.

Math progress for All Students was in the Orange category at 30.0 points below Level 3, an increase of 1.2 points from the prior year, which placed it in the Maintained range. The student groups with scores reported were: Low Income – 48.1 points below; Hispanic – 42.5 points below; White – 27.6 points below. The number of students in each group was too small for colors to be assigned.

iReady Reading results for grades 2 through 8 show 52% of the students tested were on or above grade level. iReady Math results for grades 2 through 8 show 63% of the students tested were on or above grade level.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- Students	100%	100% of students have access to high-quality, standards-	100% of students have access to high-quality, standards-	100% of students have access to high-quality, standards-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
have sufficient access to high-quality, standards-aligned curriculum and instructional materials.		aligned curriculum and instructional materials. MET	aligned curriculum and instructional materials. MET	aligned curriculum and instructional materials. MET
Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students.	100%	Maintain 100% implementation of instruction in academic content and performance standards. MET	Maintain 100% implementation of instruction in academic content and performance standards MET	Maintain 100% implementation of instruction in academic content and performance standards MET
Academic Indicator, ELA (Distance from Level 3)	All: 6.1 points below Low Income: 14.4 points below Hispanic: 16.2 points below White: 3.7 points above	Mean distance from Level 3 in will improve -- All students: 7 points to .9 points above. (Green category) Low Income: 10 points to 4.4 points below. Hispanic: 10 points to 6.2 points below. White: 7 points to 10.7 points above.	Mean distance from Level 3 in will improve -- All students: 4 points to 4.2 points below. (Green category) Low Income: 7.8 points to 12.7 points below. (Yellow category) Hispanic: 8 points to 19.5 points below. White: 4 points to 3.4 points below.	Mean distance from Standard* in will improve -- All students: 6.3 points to 5 below. (Green category) Low Income: 8 points to 20.7 points below. Hispanic: 10 points to 40 points below. White: 3 points to 1.6 above standard.
Academic Indicator, Math (Distance from Level 3)	All: 32.6 points below Low Income: 52.1 points below Hispanic: 43.2 points below White: 22.8 points below	Mean distance from Level 3 in will improve -- All students: 7.6 points to 25 points below. (Green category) Low Income: 15 points to 37.1 points below. Hispanic: 15 points to 28.2 points below. White: 5 points to 17.8 points below.	Mean distance from Level 3 in will improve -- All students: 6.1 points to 25 points below. (Green category) Low Income: 10.9 points to 34 points below. (Yellow category) Hispanic: 10.9 points to 25 points below. White: 6.6 points to 18 points below.	Mean distance from Level 3 in will improve -- All students: 5 points to 25 points below. (Green category) Low Income: 8.1 points to 40 points below. (Green category) Hispanic: 7.5 points to 35.0 points below. White: 5.6 points to 22 points below.
Local reading and math assessments.	Not available	90% of students K-8 will be on grade level in both English Language Arts and Math,	90% of students K-8 will be on grade level in both English Language Arts and Math,	90% of students K-8 will be on grade level in both English Language Arts and Math,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		as measured by teacher and district assessments.	as measured by teacher and district assessments.	as measured by teacher and district assessments.
SMARTER Balanced Fixed Interim Comprehensive Assessments and Fixed Interim Performance Tasks (Assessment with be changed to iReady for the next three school years)	55% ELA 24% Math	Greater than 50% of pupils in grades K-8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.	Greater than 55% of pupils in grades K-8 8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.	Greater than 60% of pupils in grades K-8 8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.
Access to Technology	100%	100% of teachers and students will have Google Apps for Education. K-3rd graders will have 1:1 devices (iPad minis) and 4-8th graders will have 1:1 devices (Chromebooks).	100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks).	100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks).
Access to a Broad Course of Study	100%	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET

Planned Actions / Services

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

Action   1

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Learning Director position for instructional coaching. *Bi-weekly teacher observations *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction. *Working with teachers on individualizing instruction for students to ensure they are meeting standards.	Maintain Learning Director position for instructional coaching. *Bi-weekly teacher observations *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction. *Working with teachers on individualizing instruction for students to ensure they are meeting standards.	A Teacher on Special Assignment (TOSA) will create standards-based lessons for teachers. Many of these lessons will be modelled in the classroom by the TOSA to provide teachers with hands-on experience on best teaching strategies. The TOSA will also meet with teachers to discuss how to create their own meaningful standards-based lessons. The TOSA will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the TOSA creates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal #1, Action #1	See Goal #1, Action #1	See Goal #1, Action #1
Source	N/A	N/A	See Goal #1, Action #1
Budget Reference	N/A	N/A	See Goal #1, Action #1

Action 2

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8th grade graduation requirements tied to % CCSS mastered.	8th grade graduation requirements tied to % CCSS mastered.	8th grade graduation requirements tied to % CCSS mastered.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 3

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide in-class and out of class interventions for students not meeting standards.	Provide in-class and out of class interventions for students not meeting standards.	Provide in-class and out of class interventions for students not meeting standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	See Goal 1, Action #6	See Goal 1, Action #6
Source	N/A	See Goal 1, Action #6	See Goal 1, Action #6
Budget Reference	N/A	See Goal 1, Action #6	See Goal 1, Action #6

Action   4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.	Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.	Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints and events at the school for families to help promote and encourage reading outside of school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$8,000
Source	Title I	Title I	CSI Grant
Budget Reference	RE-3010/OB-4300	Supplies	Supplies

Action 5

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.	Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.	Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students. Purchase new applications or programs that will aid in students mastering the CCSS. Purchase five Chromebooks for the Independent Study Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Title I	Title I	Title I
Budget Reference	RE-3010/OB-4300	Supplies	Supplies

Action 6

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 7

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		In the summer of 2019, the district will offer summer school to all current RKS students. Summer school will have an academic focus on reading skills, math skills, and STEM hands-on activities and projects. It will be taught by RKS teachers, and instruction individualized to meet the academic needs of the students who enroll. Based on a needs assessment that examined state and local data, this action is intended to address the requirements of a plan for Comprehensive Support and Improvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$32,500

Year	2017-18	2018-19	2019-20
Source			CSI Grant
Budget Reference			Instructional teachers stipend Materials and supplies

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

Modified

Goal 4

Generate excitement and engagement about what's going on at the school through campus beautification, quality instruction and project-based learning in varied subjects, and increased classroom to home communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3

Identified Need:

Getting more students, families, and the community, involved and excited about what the school is doing and providing for children is a key part of increasing students' success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promote parent participation in				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
programs for unduplicated pupils. Promote parent participation in programs for individuals with exceptional needs.	86%	Attendance of families at monthly student showcase events will be 82% or greater.	Attendance of families at monthly student showcase events will be 85% or greater.	Attendance of families at monthly student showcase events will be 88% or greater.
Service Learning	60%	70% of 8th graders will meet the minimum community service graduation requirement.	90% of 8th graders will meet the minimum community service graduation requirement.	95% of 8th graders will meet the minimum community service graduation requirement.
Efforts to seek parent input in making decisions for the school district and each individual school site.	76.7% scored a 5 20% scored a 4 = 96.7% 4 or higher	A score of 4 or higher on the LCAP survey in the area of school to home communication.	90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.	90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.
Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for unduplicated pupils. Promote parent participation in programs for individuals with exceptional needs.	SSC met two times.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8th grade graduation requirements will include community service hours.	8th grade graduation requirements will include community service hours.	8th grade graduation requirements will include community service hours.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.	Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.	Teacher on Special Assignment will work closely with classroom teachers on implementing project-based learning with the lessons they create.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 3

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.	Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.	Increase classroom to home communication regarding standards being covered, ideas and resources for parents to help their students academically through multiple means of communication. Encourage parent participation in the classrooms. Distribute digital flyers through a one-time subscription to peachjar.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	$750
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	Materials and supplies

Action   4

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.	Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.	The school will host at least nine (9) Student Showcase events throughout the school year. The student work on display will emphasize student work from project-based learning, arts, music, and/or physical education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	$3,000
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	N/A

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Update and maintain the school website. Continue School Facebook and YouTube Channel. Student(s) will publish article in local paper(s) once a trimester.	Update and maintain the school website. Continue School Facebook and YouTube Channel. Student(s) will publish article in local paper(s) once a trimester.	Maintain the school website. Maintain the school's Facebook page, YouTube Channel, and add an Instagram account.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.	School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.	The School Site Council will review, discuss, and update the district's LCAP goals and actions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

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

Unchanged

Goal 5

Deliver Quality Instruction to English Learner Students and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4

Priority 8

Local Priorities: iReady District Benchmark Assessments

Identified Need:

Because of the low numbers of English Learners (EL) and Students with Disabilities (SWD) within the district, student performance for those groups are not reported due to privacy concerns.

The district is committed to ensuring that:

All EL students meet all the district requirements for reclassification before matriculating.
All SWD make yearly growth in ELA and Math.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State English Language Development Assessment	Not reportable	All English Learner students will show progress on the template/rubric in all English Language Development Level Continuums.	All English Learner students will show one year or more progress on the English Language Proficiency Assessment for California (ELPAC).	All English Learner students will show one year or more progress on the English Language Proficiency Assessment for California (ELPAC).
iReady Math Assessment	Not reportable	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Individualized Education Plans (IEPs).	Individualized Education Plans (IEPs).	Individualized Education Plans (IEPs).
iReady ELA Assessment	Not reportable	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).
Reclassification Rate (Added 2018-19)			All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.	All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.

Planned Actions / Services

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

Action   1

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add progress towards ELPAC proficiency levels on Standards Based Report Cards. Discuss progress in these areas to the parents of EL students at parent/teacher conferences. (2 times a year)	Discuss progress on the ELPAC proficiency levels on Standards Based Report Cards to the parents of EL students at parent/ teacher conferences. (2 times a year)	Discuss progress on the ELPAC assessment. Add a section to the report card that indicates an EL student's progress towards reclassification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   2

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

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

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

Students with Disabilities	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Resource teacher will continue quarterly progress reports on IEP goals for SWD. These reports will be shared at parent/ teacher conferences. (2 times a year)	Resource teacher will continue quarterly progress reports on IEP goals for SWD. These reports will be shared at parent/ teacher conferences. (2 times a year)	Resource teacher will continue to create quarterly progress reports for each student with disabilities based on progress toward their IEP goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A

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

New

Goal 6

Decrease Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5

Local Priorities:

Identified Need:

Attendance rate: Not available yet. When available, it will be added to the data

Chronic absenteeism rates from the Fall, 2018, California School Dashboard:

    All students: 12.2% (Orange Category)

    Low Income: 15.1% (Orange Category)

    White: 15.4% (Orange Category)

    Hispanic: 7.7% (No color assigned)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism Rate	2017-2018 California School Dashboard -- All Students: 12.2% (Orange Category) Low Income: 15.1% (Orange Category) White students: 15.4% (Orange Category) Hispanic students: 7.7%. (No color assigned)			Our chronic absenteeism rate will be reduced from the prior year by -- All Students: 1% to 11.2% (Yellow Category) Low Income: 2% to 13.1% (Yellow Category) White: 2% to 13.4% (Yellow Category) Hispanic: 1% to 6.7%
Attendance Rate	TBD			The district wide student attendance rate will be maintained at 95% or above.

Action   1

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

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

All Students

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Offer Saturday School once a month for students to make up absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$2,500
Source			CSI Grant
Budget Reference			Instructional teachers stipend

Action   2

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

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

All

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Incentivize having 95% or better attendance for the year with awards and special recognition. Bronco Bucks incentive field trips will be tied to attendance. Students with poor attendance will not be permitted to go on the trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			No additional costs
Source			N/A
Budget Reference			N/A

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

New

Goal 7

Implement Next Generation Science Standards (NGSS) and Social Studies Standards into Daily Instruction

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2

Priority 4

Priority 7

Priority 8

Local Priorities: Teacher and District Assessments

Identified Need:

Students will need to master state standards in context. They also need to be equipped with critical thinking, problem solving, and other career-oriented skills for college and 21st century jobs.

Academic Indicators: ELA progress for All Students was in the Orange category at 11.3 points below Level 3, a decrease of 3 points from the prior year, which placed it in the Declined range. The student groups with scores reported were: Low Income – 28.7 points below; Hispanic – 27.5 points below; White – 1.4 points below. The number of students in each group was too small for colors to be assigned.

Math progress for All Students was in the Orange category at 30.0 points below Level 3, an increase of 1.2 points from the prior year, which placed it in the Maintained range. The student groups with scores reported were: Low Income – 48.1 points below; Hispanic – 42.5 points below; White – 27.6 points below. The number of students in each group was too small for colors to be assigned.

Implementation of the standards for Literacy in History/Social Studies, Science, and Technical Subjects will support improved academic outcomes. Writing and reading in science and social studies will strengthen students skills in ELA and math practice skills, especially with word problems and constructing responses.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students.	New Goal	New Goal	New Goal	Maintain 100% implementation of instruction in academic content and performance standards, including Literacy in History/Social Studies, Science, and Technical Subjects. MET
Academic Indicator, ELA (Distance from Level 3)				Mean distance from Standard* in will improve --

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	New Goal	New Goal	New Goal	All students: 6.3 points to 5 below. (Green category) Low Income: 8 points to 20.7 points below. Hispanic: 10 points to 40 points below. White: 3 points to 1.6 above standard.
Academic Indicator, Math (Distance from Level 3)	New Goal	New Goal	New Goal	Mean distance from Level 3 in will improve -- All students: 5 points to 25 points below. (Green category) Low Income: 8.1 points to 40 points below. (Green category) Hispanic: 7.5 points to 35.0 points below. White: 5.6 points to 22 points below.
Local Reading and Math Assessments	New Goal	New Goal	New Goal	90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.
Access to a Broad Course of Study	New Goal	New Goal	New Goal	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET

Action   1

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Purchase supplementary NGSS-based curriculum for grades K-8. Implement Science writing lessons weekly based on Literacy in History/Social Studies, Science, and Technical Subjects standards. Place NGSS standards on the report card.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$5,000
Source			S/C
Budget Reference			Books and Supplies

Action   2

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Purchase supplementary Social Studies-based curriculum for grades K-5. Implement Studies writing lessons weekly based on Literacy in History/Social Studies, Science, and Technical Subjects standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$3,500
Source			S/C
Budget Reference			Books and supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 117,120	16.26 %

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).

For the 2019-2020 school year, the primary use of these funds will continue to pay for all of the Learning Director's salary and benefits.

The Teacher on Special Assignment (TOSA) will create standards-based lessons for teachers. Many of these lessons will be modelled in the classroom by the TOSA to provide teachers with hands-on experience on best teaching strategies. The TOSA will also meet with teachers to discuss how to create their own meaningful standards-based lessons. The TOSA will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the TOSA creates.

The goal of the TOSA's work will be to build the collective efficacy of the RKUESD instructional staff. Research clearly demonstrates the evidence that collective efficacy of teachers has one of the highest effect sizes in improving academic outcomes for students, particularly low income and student of color.

Since the student population is 64.11% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. For example, C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture. Academic assessment results from the California State Dashboard seem to bear this out, as all student groups have maintained significant increases in academic performance since the baseline year.

The TOSA position plays a critical role in meeting all five of goals in this plan.

For the 2019-2020 school year, the TOSA's services will benefit unduplicated pupils by helping teachers improve their teaching craft. Standards-aligned units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the TOSA. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

Unduplicated students will also greatly benefit by the continued services of the part-time Response-to-Intervention (RtI) teacher. These services are principally directed towards meeting the needs of these students by "meeting them where they are," and responding to their individual academic needs.

Those academic needs will also be addressed by the new Summer School Program that will target reading, math, and STEM, in order to increase students' success and close achievement gaps, principally for struggling students.

Implementation of the standards for Literacy in History/Social Studies, Science, and Technical Subjects will support our students' improvement in ELA and math.

The support provided by the TOSA, the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of 14.19% in improved and increased services.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$ 97,530

Percentage to Increase or Improve Services

14.19 %

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).

For the 2018-2019 school year, the primary use of these funds will continue to pay for all of the Learning Director's salary and benefits.

The Learner Director spends ½ of each day working with students who are not meeting academic standards, the vast majority of which are socioeconomically disadvantaged, English learners, or Foster Youth. The other ½ of each day is spent working with teachers on improving first instruction and in-class remediation for all students. Since the student population is 61.48% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. Academic assessment results from the California State Dashboard seem to bear this out, as all student groups have maintained significant increases in academic performance.

The Learning Director position plays a critical role in meeting all five of goals in this plan.

For the 2018-2019 school year, the Learning Director's services will benefit unduplicated pupils by helping teachers improve their teaching craft. Common Core units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the Learning Director. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

The support provided by the Learning Director, the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of 14.19% in improved and increased services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 86,150	12.73 %

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).

For the 2017-2018 school year, these funds will be used to pay for all of the Learning Director's salary and benefits. The Learner Director spends ½ of each day working with students who are not meeting academic standards, the vast majority of which are socioeconomically disadvantaged, English learners, or foster youth. The other ½ of each day is spent working with teachers on improving first instruction and in-class remediation for all students. Since the student population is over 64% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. Academic assessment results from the California State Dashboard seem to bear this out, as all student groups showed significant increases in academic performance.

The Learning Director position plays a critical role in meeting all five of goals in this plan.

For the 2017-2018 school year, the Learning Director's services will benefit unduplicated pupils by helping teachers improve their teaching craft. Common Core units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the Learning Director. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

The support provided by the Learning Director, the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of 12.73% in improved and increased services.

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The 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;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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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