

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Pathways to College K-8 Charter School		
Contact Name and Title	Sonya E. Joyner PhD Executive Director/Principal	Email and Phone	Sonya.joyner@pathwaysk8.com 760-949-8002

2017-20 Plan Summary

THE STORY

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

Pathways to College focuses its recruiting efforts and student enrollment processes to attract students typically and historically classified as low-achieving, economically disadvantaged, and at-risk. Students with disabilities, who struggle to “fit-in” in district schools, and who thrive in smaller, more focused environments, are among those who have found a home at Pathways. This includes students on both ends of the academic spectrum; therefore, our motto is to focus on and grow individual learners.

Pathways to College primarily serves the communities of the high desert, Hesperia, Victorville, Adelanto, and Apple Valley. However, Pathways happily serves students from other communities as well. Pathways serves a low socio-economic demographic with an 89% free/reduced lunch, a 24% ELL, and a 23% foster/homeless population.

LCAP HIGHLIGHTS

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

The LCAP was focused primarily on acquiring pertinent curriculum, staff development, and technology in a quest to facilitate and enhance the learning of students. Most students who enroll at Pathways to College test at an academic level of at least one to two grades below the intended grade of enrollment. The goals of the LCAP are written with the intent that all students progress a minimum of one grade level (or more if necessary to achieve grade level standards).

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Pathways to College is most proud of the fact all sub-populations attained “significant increase” in the English Language Arts portion of the CAASPP state assessment. Most populations attained “increase” or “significant increase” in the Math portion of the CAASPP state assessments.

GREATEST PROGRESS

For low-income students, PTC has included a breakfast program and an afterschool dinner program. For ELL students PTC has implemented the iLit ELD intervention program. Additionally, for ELL parents, PTC has begun an Adult English program to better assist their ELL students. PTC has provided our foster youth population specific interventions aligned with their individual social and emotional needs.

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

GREATEST NEEDS

Happily Pathways to College did not achieve “Red” or “Orange” in any performance category, nor a “Not Met” or Not Met for Two or More Years” rating. However, it is acknowledged that had our African American subpopulation had enough students to qualify for an overall performance indicator, they would have achieved a “Red” or an “Orange” in the academic achievement category in Mathematics. Therefore, to address our African American population, PTC plans to implement a mentoring program.

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

**PERFORMANCE
GAPS**



INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$684,424

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

\$684,424

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

\$

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>Create a community of learners that are provided with rigorous high-quality curriculum and instruction to engage and meet the needs of all learners, so that students are at or above grade level.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Met local standards 1, 2, and 3 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to move all students toward “at grade level” or “above grade level” as measured by a universal screener and monitored through common assessments. At least 90% of students will increase achievement level by one or more grade levels.

ACTUAL

Grades 8 th – 6 th	Grades 5 th – 2 nd	Grades 1 st – K
ELA 80%	ELA 83%	ELA – 65%
Math 78%	Math 91%	Math – 65%

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>Continue to recruit, hire, and retain highly qualified and effective teachers by increasing salaries to stay as competitive as we can with neighboring districts and recognizing higher degrees.</p>	<p>ACTUAL</p> <p>The school year began with all highly qualified credentialed teachers. In December a teacher resigned and was replaced with a teacher on a PIP.</p>
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Expenditures	<p>BUDGETED</p> <p>\$146,463</p>	<p>ESTIMATED ACTUAL</p> <p>\$147,000</p>
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Action **2**

Actions/Services	<p>PLANNED</p> <p>Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings.</p>	<p>ACTUAL</p> <p>All classrooms, grade TK – 5th, maintained an instructional aide to assist in Math and Language Arts in small group settings.</p>
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Expenditures	<p>BUDGETED</p> <p>\$115,148</p>	<p>ESTIMATED ACTUAL</p> <p>\$189,262</p>
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Action **3**

Actions/Services	<p>PLANNED</p> <p>Continue to employ an interventionist to help provide educational interventions, employ research-based strategies, and monitor the progress of students who are at-risk to ensure process fidelity.</p>	<p>ACTUAL</p> <p>An interventionist was not employed this school year.</p>
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Expenditures	<p>BUDGETED</p> <p>\$63,860</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>
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Action **4**

Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>
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	Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.	Three teachers completed the induction program this school year.
Expenditures	BUDGETED \$13,000	ESTIMATED ACTUAL \$11,475

Action **5**

Actions/Services	PLANNED Update CCSS aligned core curricular and support materials to continue to prepare students for college and career readiness.	ACTUAL A CCSS aligned Language Arts curriculum was purchased schoolwide, encompassing all grade levels. Other support materials were purchased to support other curriculums, such as Mystery Science, NewsELA, replaced text books, etc.
Expenditures	BUDGETED \$115,092	ESTIMATED ACTUAL \$72,604

Action **6**

Actions/Services	PLANNED Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.	ACTUAL Teachers and staff members were provided and given opportunities to participate in professional development.
Expenditures	BUDGETED \$7,500	ESTIMATED ACTUAL \$7,050

Action **7**

Actions/Services	PLANNED Continue to monitor the assessment program for accountability to CCSS and to adjust instructional strategies and provide appropriate differentiation to meet individual needs of learners.	ACTUAL Qualitative and quantitative data were gathered and analyzed throughout the year to adjust instructional strategies.
Expenditures	BUDGETED Pre-identified (Curriculum, Prof. Dev.)	ESTIMATED ACTUAL \$0

Action **8**

Actions/Services	PLANNED Continue to replace, update and enhance various types of technology to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.	ACTUAL Technology was replaced and updated to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create products utilizing information, tools, and skills.
Expenditures	BUDGETED \$20,000	ESTIMATED ACTUAL \$9,428

Action **9**

Actions/Services	PLANNED Continue to utilize integrated software programs for Math and Language Arts to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.	ACTUAL Software programs for Math and Language Arts were utilized to meet the needs of individual learners, especially those deemed at-risk, as well as to enrich and challenge learning.
Expenditures	BUDGETED \$20,000	ESTIMATED ACTUAL \$30,555

Action **10**

Actions/Services	<p>PLANNED</p> <p>Continue to utilize the Smarter Balanced Digital Library, provided by the California Assessment of Student Performance and Progress (CAASPP), to provide additional professional development, to adjust ongoing teaching and learning strategies, to improve students' attainment of curricular learning targets/goals, and provide activities engaging activities and opportunities.</p>	<p>ACTUAL</p> <p>Many teachers did not use because they did not feel as though it was as useful as they thought it would be.</p>
Expenditures	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

ANALYSIS

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

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

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

The action steps implemented in reference to teachers and instructional aides are actions that are accomplished each year, and continue as vacancies occur or new needs arise. Other action steps, in reference to curriculum, technology, professional development, etc., are in progress as we continue to purchase, update, align, and address student academic need.

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

Qualitative data, in both state and local assessments, have shown the actions and services to be quite effective, as PTC is continually raising the overall achievement of individual students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The biggest material difference in budgeted expenditures and estimated actual expenditures was in hiring an interventionist. While the need for an interventionist is still prevalent, at the time, it was determined that a bigger need was present in hiring an additional Instructional Specialist, to serve students identified with a disability. The hiring of an interventionist will be revisited this next school year.

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

There are no noticeable changes to this goal. The action steps are proving to be effective and will continue.

Goal 2

Create a sustained culture of collaboration to enhance and maintain professional communication within and among all professional levels, students, and parents throughout the school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Met local standards 1, 2, 3, and 4_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Student academic achievement will increase from the previous year by more than a year's growth level of achievement as evidenced by performance monitoring data resulting from intensive interventions designed for individual student needs and interest. At least 90% of students will increase achievement level by one or more grade level.

ACTUAL

Grades 8 th – 6 th	Grades 5 th – 2 nd	Grades 1 st – K
ELA 80%	ELA 83%	ELA – 65%
Math 78%	Math 91%	Math – 65%

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.	ACTUAL New teachers were sent to PLC conferences.
	BUDGETED \$7,500	ESTIMATED ACTUAL \$7,500
Expenditures		

Action **2**

Actions/Services	<p>PLANNED Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)</p>	<p>ACTUAL Upgraded communication system.</p>
Expenditures	<p>BUDGETED \$2,000</p>	<p>ESTIMATED ACTUAL \$1000</p>

Action **3**

Actions/Services	<p>PLANNED Continue to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.</p>	<p>ACTUAL Lessons and experiences, within the classroom, through experimentation, and through field trips, were created and designed to increase collaborative environments, share learn, discover, and problem solve in real world, authentic situations. However, this is an effort in its infancy and needs time to grow and expand.</p>
Expenditures	<p>BUDGETED \$5,000</p>	<p>ESTIMATED ACTUAL \$5,000</p>

ANALYSIS

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

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

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

Many students are not exposed to learning environments outside of their limited realm of experience in the high desert. Therefore, the actions and services articulated for this goal are to help teachers to continue to develop PLC's where they use data to adjust instruction. Also, to aid teachers to expose students to more expansive and enriching learning environments.

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

The overall effectiveness of the actions and services were moderately successful. Teachers are still working to strengthen their ability to meet together and use the data to adjust instruction so that all students can be more successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no real material differences between budgeted expenditures and estimated actual expenditures.

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

There are no changes to this goal. The action steps are proving to be effective and will continue.

Goal 3

Create a safe, secure, caring, and stimulating atmosphere in which students can grow and mature educationally, emotionally, intellectually, physically, and socially.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 4 X 5 X 6 X 7 X 8

COE 9 10

LOCAL ___ Met local standards 1, 2, and 4 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase attendance rate to 96%.
 Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than the previous year.
 Reduction of discipline referrals by five percent.
 Reduction of in-school suspension to eight percent.
 Reduction of out-of-school suspension to three percent.
 Reduction of expulsions to zero percent.

ACTUAL

Attendance rate was 95%

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises. Continue renting restroom facilities for student use.

ACTUAL

Repairs and updates were completed as necessary and portable restroom facilities were rented for students use.

Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL \$43,000
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Action **2**

Actions/Services	PLANNED Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teachers new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.	ACTUAL Nothing was implemented this year, more than previous years, in terms of a consistent positive behavior intervention and support program.
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Expenditures	BUDGETED Pre-identified (Pro. Dev.)	ESTIMATED ACTUAL \$0
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Action **3**

Actions/Services	PLANNED Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.	ACTUAL The VIP program was continued.
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Expenditures	BUDGETED \$6,000	ESTIMATED ACTUAL \$4,000
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Action **4**

Actions/Services	PLANNED Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.	ACTUAL A music teacher was hired. Enrichment clubs and activities, including experienced based field trips were provided to help students develop interest and talents.
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Expenditures	BUDGETED \$30,000	ESTIMATED ACTUAL \$30,000
Action	5	
Actions/Services	PLANNED Continue and refine parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.	ACTUAL A parenting class began this year, to help parents become more literate in English, to become more familiar and comfortable with the CCSS, and to become more technologically literate.
Expenditures	BUDGETED \$10,500	ESTIMATED ACTUAL \$3,000

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 new music teacher was able to service all students; TK – 5 grade as a class and 6-8 middle school students as an elective. Those the offer the positive behavior program as a new program were not able to offer it to PTC this school year, thus we relied on our old system of behavior management.

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

The overall effectiveness of the actions and services were minimal because we were not able to implement the positive behavior program that was intended, and there was minimal participation in the parenting class.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no real material differences between budgeted expenditures and estimated actual expenditures.

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

There are no changes to this goal. We believe the action steps and services will prove to be effective once fully implemented and engaged in.

Goal 4

Involve parents, families, the community, and the authorizing district in decision making and as stakeholders.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL ___ Met local standards 4_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase parent participation in PALS, ELAC, overall school involvement by ten percent more than was increased the previous 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**

<p>Actions/Services</p>	<p>PLANNED Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.</p>	<p>ACTUAL A parent liaison was maintained.</p>
<p>Expenditures</p>	<p>BUDGETED \$17,000</p>	<p>ESTIMATED ACTUAL \$14,013</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>Increase parental involvement and voice with continued monthly discussion groups or “Koffee Klatches”, ELAC, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress on new school, parental involvements, etc.</p>	<p>ACTUAL</p> <p>“Koffee Klatches, ELAC meetings, and other gatherings were continued and increased in number and participation.</p>
Expenditures	<p>BUDGETED</p> <p>\$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$700</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents to use skills.</p>	<p>ACTUAL</p> <p>An attempt was made to increase involvement of parents and community by holding meetings and explaining the roll out of the new accountability system for California.</p>
Expenditures	<p>BUDGETED</p> <p>Pre-identified (Goal 3)</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

ANALYSIS

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

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

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

The parent liaison organizes meeting, events, celebrations, and activities throughout the year to encourage parental and community involvement.

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

The actions and services were fairly effective. Many parents attend functions that involve fun or their direct student performance, but academic functions tend not to be as well attended with less than 10% of parents attending.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no real material differences between budgeted expenditures and estimated actual expenditures.

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

There are no changes to this goal. The action steps will continue in an attempt to persuade and encourage parents and community members to become more active participants in students overall academic success..

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

October 18, 2016 (Parent Meeting); October 21, 2016 (ELAC Meeting); October 19, 2016 (Board Meeting); November 9, 2016 (Parent Meeting); November 16, 2016 (Board Meeting); February 16, 2017 (Parent Meeting); February 15, 2017 (Parent Meeting)

IMPACT ON LCAP AND ANNUAL UPDATE

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

A review and analysis of the data indicated that current efforts are successful in increasing student academic levels. Stakeholders were provided with an analysis of the data and discussions were begun about the effectiveness of the different actions and services provided. However, although stakeholders tend to see the data, listen to the needs of the student populations, and understand the goals of the LCAP, they tend to provide minimal input as to how to increase and/or maintain stated goals. Some ask questions to further their understanding, but most accept what is being done or planned and are satisfied.

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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> X Unchanged
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Goal 1

Create a community of learners that are provided with rigorous high-quality curriculum and instruction to engage and meet the needs of all learners, so that students are at or above grade level.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL ___Addresses local standards 1, 2, and 3_____

Identified Need

Pathways to College has a transient population. Most students who enroll at Pathways to College test at an academic level of at least one to two grades below the intended grade of enrollment. Many of the students lack the academic, environmental, and prior knowledge necessary to build the grade level skill sets to meet the standards. With the change to common core, very little of the dated curriculum that PTC had in the past has the content or rigor needed to help meet grade level standards. Therefore there is a need to increase the academic proficiency and preparedness of all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance STAR Early Literacy and Early Numeracy; DRA; and Pearson Math Placement test	In the 2016-17 school year, 65% of Kindergarten and 1 st graders increased one or more grade levels in both ELA and Math.	75% of Kindergarten and 1 st graders will increase achievement level by one or more grade levels in ELA and Math.		
Renaissance STAR Math and STAR	In the 2016-17 school year, 83% of 2 nd through	90% of 2 nd through 5 th graders will increase		

<p>Reading; DRA for 2nd and 3rd; iLit for 4th and 5th; Pearson Math Placement test</p>	<p>5th graders increased one or more grade levels in ELA and 91% in Math.</p>	<p>achievement level by one or more grade levels in ELA and 95% in Math.</p>		
<p>Renaissance STAR Math and STAR Reading; iLit; Pearson Math Placement test</p>	<p>In the 2016-17 school year, 80% of 6th through 8th graders increased one or more grade levels in both ELA and 78% Math.</p>	<p>90% of 6th through 8th graders will increase achievement level by one or more grade levels in ELA and 85% in Math.</p>		
<p>5% of students will exit from remedial/intervention programs.</p>	<p>2017-18 will be a baseline year.</p>			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to recruit, hire, and retain highly qualified instructional personnel to meet the needs of a growing population.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$192,424	Amount: _____	Amount: _____
Source: Unrestricted LCFF	Source: _____	Source: _____

Budget Reference

Obj.1100 – Teacher salary raises

Budget Reference

Budget Reference

Action

2

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

Students to be Served

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

Location(s)

All schools grade _____ Specific Schools: _____ Specific Grade spans: ___ TK – 5th

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools _____ Specific Schools: _____ Specific Grade spans: ___

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to recruit, hire, and retain instructional aides to assist in Math and Language Arts instruction in small group settings to assist in delivering a multi-tiered system of support.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$150,000

Amount

Amount

Source

Unrestricted LCFF

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action 3

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

Students to be Served

All Students with Disabilities X [Specific Student Group(s)] High achievers _____

Location(s)

All schools grade _____ Specific Schools: _____ Specific Grade spans: ___ 2nd – 5th

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ X Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Employ a part-time educational interventionist to help provide project based learning through research-based strategies to enrich and enhance the learning of higher achievers.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$30,000

Amount

Amount

Source

Unrestricted LCFF

Source

Source

Budget Reference

Obj. 1100 – Teacher salary

Budget Reference

Budget Reference

Action **4**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to ensure that systems, including induction programs are in place to support and foster the continuous development of teacher and managers in years 1-3, which will ensure fully credentialed, highly-qualified instructional personnel.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$12,000

Amount

Amount

Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 5800.8 – Contracted Services	Budget Reference		Budget Reference	

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to update CCSS aligned core curricular and support materials to continue to prepare students for grade level achievement and college and career readiness.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	\$50,000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 4100.01 – Core Curriculum and materials	Budget Reference		Budget Reference	

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide appropriate and ongoing professional development as individual staff member and student needs dictate.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$15,000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 5200.6 – Other Professional Development	Budget Reference		Budget Reference	

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Continue to replace, update and enhance various types of technology and software to access, research, organize, manage, analyze, and evaluate information; to critically think and function; and to create

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

products utilizing information, tools, and skills.

BUDGETED EXPENDITURES

2017-18

Amount

\$30,000

Source

Unrestricted LCFF

Budget Reference

Obj. 4400.5 – Non capitalized equipment/technology

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **8**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

X English Learners X Foster Youth X Low Income

Scope of Services

LEA-wide X Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

X All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified X Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to utilize integrated software programs for Math and Language Arts to

meet the needs of individual learners, especially those deemed at-risk.

BUDGETED EXPENDITURES

2017-18

Amount

\$30,000

Source

Unrestricted LCFF

Budget Reference

Obj. 4100.3 – Curriculum software

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **9**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Purchase and provide research based curriculum and software to meet the needs of students with disabilities.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

Restricted SB 602

Budget Reference

Obj. 4100.3 – Curriculum Based Software

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **10**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

X New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide uniforms, and school supplies to qualifying students.

BUDGETED EXPENDITURES

2017-18

Amount

\$2,000

Source

Unrestricted LCFF

Budget Reference

Obj. 4300.7 – Low income Supplement Supply

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **11**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide a consistent program of ELD instruction daily, which addresses ELA/ELD standards.

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000

Source

Unrestricted LCFF

Budget
Reference

Obj. 4100.01 – Core
Curriculum and materials

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

New

Modified

X Unchanged

Goal 2

Create a sustained culture of collaboration to enhance and maintain professional communication within and among all professional levels, students, and parents throughout the school.

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

STATE X 1 X 2 3 X 4 X 5 X 6 X 7 8

COE 9 10

LOCAL ___ Addresses local standards 1, 2, 3, and 4 _____

[Identified Need](#)

Pathways to College has a transient population. Most students who enroll at Pathways to College test at an academic level of at least one to two grades below the intended grade of enrollment. Many of the students lack the academic, environmental, and prior knowledge necessary to build the grade level skill sets to meet the standards. With the change to common core, very little of the dated curriculum that PTC had in the past has the content or rigor needed to help meet grade level standards. Therefore we need to improve student academic programs including but not limited to purposeful communication, planning, implementation, with a focus on meeting the needs of every student inclusively.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance STAR Early Literacy and Early Numeracy; DRA; and Pearson Math Placement test	In the 2016-17 school year, 65% of Kindergarten and 1 st graders increased one or more grade levels in both ELA and Math.	75% of Kindergarten and 1 st graders will increase achievement level by one or more grade levels in ELA and Math.		
Renaissance STAR Math and STAR Reading; DRA for 2 nd and 3 rd ; iLit for 4 th and 5 th ; Pearson Math Placement test	In the 2016-17 school year, 83% of 2 nd through 5 th graders increased one or more grade levels in ELA and 91% in Math.	90% of 2 nd through 5 th graders will increase achievement level by one or more grade levels in ELA and 95% in Math.		

Renaissance STAR
Math and STAR
Reading; iLit;
Pearson Math
Placement test

In the 2016-17 school
year, 80% of 6th through
8th graders increased one
or more grade levels in
both ELA and 78% Math.

90% of 6th through 8th
graders will increase
achievement level by one
or more grade levels in
ELA and 85% in Math.



PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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PLCs continue to strengthen and progress as they focus on disaggregating and using data to inform and adjust instruction while leading to increased individual student improvement.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	

Budget Reference

Obj. 5200.3 – PLC Development

Budget Reference

Budget Reference

Action **2**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue communication system between parents and the school, especially with ELL and culturally diverse parents, to transcend existing boundaries and create new and varied opportunities. (Additional students will require the additional funds.)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$1000

Amount

Amount

Source

Unrestricted LCFF

Source

Source

Budget Reference

Obj. 5900.6 – One Call

Budget Reference

Budget Reference

Action **3**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Utilize data to determine additional supports for low income students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Utilize data to determine additional supports for African Americans in Math.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 4100.01 – Core Curriculum and materials	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to design lessons to create collaborative environments within and outside the classroom for shared learning, discovery, and a transfer of skills to active problem solving in real-world, authentic situations where students take responsibility for their own learning.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$15,000

Amount

Amount

Source

Unrestricted LCFF

Source

Source

Budget Reference

Obj. 5810.0 – Field Trips

Budget Reference

Budget Reference

Action 6

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Utilize data to determine additional supports (including building academic vocabulary needed for ELL)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,000

Amount

Amount

Source Unrestricted LCFF

Source

Source

Budget Reference

Obj. 4100.01 – Core Curriculum and materials

Budget Reference

Budget Reference

New

Modified

Unchanged

Goal 3

Create a safe, secure, caring, and stimulating atmosphere in which students can grow and mature, educationally, emotionally, intellectually, physically, and socially.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL ___ Addresses local standards 1, 2, and 4 _____

Identified Need

Maintain a culturally responsive learning environment that meets the needs of diverse learners.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase attendance rate to 96%.	Attendance for the 2016-17 school year maintained a 95% average.			
Increase parent participation in PALS, ELAC, overall school involvement by five percent more than previous year.	Parent participation for the 2016-17 school year was steady at approximately 10%.			
Reduction of discipline referrals by five percent.	Referrals for the 2016-17 school year were approximately 27%			

Reduction of in-school and out-of-school suspensions by two percent.	In-school and out-of-school suspensions were approximately 15%.			
Maintain rate of expulsions.	Expulsion rate for the 2016-17 school year was 0.			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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Ensure all facilities, equipment, and materials are welcoming and in good condition and conducive to a safe learning environment; repairing, updating, and/or replacing as the need arises. Continue renting restroom facilities for student use.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$50,000	Amount		Amount	
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Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 5500.3 – Rental Exec. Restrooms	Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Implement and maintain a consistent positive behavior intervention and support program to create a risk-free environment that is more effective in achieving academic and behavioral goals; that teaches new and appropriate behaviors to replace those that may be barriers to success, to ensure equality, and to help in developing happy, healthy, successful students.

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

Unrestricted LCFF

Budget Reference

Obj. 5200.5 – PBIS Professional Development

Action

3

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue the VIP Program to increase behavior and use as incentive and rewards for accomplishments and attendance.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$6,000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 4300.3 – VIP Program	Budget Reference		Budget Reference	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue and refine enrichment classes or clubs that provide alternative activities for students to help develop other interest and talents.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$40,000	Amount	Amount

Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 4300.4 – Enrichment Materials and Supplies	Budget Reference		Budget Reference	

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue and refine parenting classes to increase parent communication and engagement with their students, to continue to help parents become more familiar and comfortable with the CCSS, and to help parents become more technologically literate and proficient.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000
Source	Unrestricted LCFF
Budget Reference	Obj. 4300.6 – Adult Literacy Classes

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

New Modified X Unchanged

Goal 4

Involve parents, families, the community, and the authorizing district in decision making and as stakeholders.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 X 4 X 5 X 6 X 7 X 8
 COE 9 10
 LOCAL ___ Addresses local standards 4 _____

Identified Need

Provide opportunities for parents, families, and community to become more active participants in the educational environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase involvement of parents and community with developing academic improvement strategies for all students, by 10%.	Parent participation for the 2016-17 school year was steady at approximately 10%.			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue with parent liaison to organize and communicate with room parents, coordinate fund raisers, coordinate field trips, etc.			

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$16,000		
Source	Unrestricted LCFF		

Budget Reference

Obj. 2210 – Parent Liaison

Budget Reference

Budget Reference

Action **2**

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

Students to be Served

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Increase parental involvement and voice with continued monthly discussion groups with “Koffee Klatches”, PALS meetings, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$1,000

Amount

Amount

Source	Unrestricted LCFF	Source		Source	
Budget Reference	Obj. 4700.7 – PALS Meetings	Budget Reference		Budget Reference	

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase parental involvement and voice with continued monthly discussion groups with ELAC, DLAC, and other gatherings to informally discuss concerns, issues, or celebrations parents or community members may have about student successes, progress, parental involvements, etc.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	\$1,000	Amount		Amount	
Source	Unrestricted LCFF	Source		Source	
Budget Reference	4700.6 – ELAC Meetings	Budget Reference		Budget Reference	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase involvement of parents and community with developing academic improvement strategies specific to unduplicated populations, by providing opportunities around the campus for parents.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 684,424

Percentage to Increase or Improve Services:

9 %

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](#)).

G1, A6 – Teachers will attend professional development to attain an understanding of differentiated instruction that is aligned to the academic, social and emotional needs of the ELL, foster, and low income students. Academics will increase by 9%, and the social and emotional needs will be measured qualitatively through a reduction in discipline referrals, reduction in referrals to social outreach programs, and students feeling more culturally connected.

G1, A8 – The iLit, Read Naturally Live, Accelerated Reader, and Accelerated Math provide teachers with ongoing, progress monitoring, qualitative data to increase the vocabulary, comprehension, decoding, and computation skill sets.

G1, A10 – Providing school uniforms and supplies helps meet the social and emotional needs by helping students feel more secure, prepared, and have a sense of belonging.

G1, A11 – In providing a consistent ELD daily program, ELL students will increase their English proficiency by 5 % and an attain reclassification status.

G2, A2 – Written and oral communication will be translated in English and Spanish 90% of the time.

G2, A3 and A6 – Academic success will increase by using the data to provide experience and supplemental materials to increase prior knowledge.

G3, A5, G4, A3, and A4 – Parent classes and other parental committees and opportunities are provided for ELL and low income parents to empower parents with the knowledge and skills to become active members in their child’s education.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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