School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

The total revenue projected for Graves Elementary School District is $453,080, of which $381,336 is Local Control Funding Formula (LCFF), $26765 is other state funds, $21471 is local funds, and $23508 is federal funds. Of the $381336 in LCFF Funds, $21426 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Graves Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Graves Elementary School District plans to spend $447,502 for the 2019-20 school year. Of that amount, $219,26 is tied to actions/services in the LCAP and $425,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated and classified staff, materials and contracts for the instruction of students, support staff to provide administrative services, maintenance, custodial, operational and instructional support positions such as yard duty aides, resource specialist and counselors.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Graves Elementary School District is projecting it will receive $21,426 based on the enrollment of foster youth, English learner, and low-income students. Graves Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Graves Elementary School District plans to spend $21,926 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Additional funds from Title IIA will be used for staff development in areas that pertain to the LCAP goals.
This chart compares what Graves Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Graves Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Graves Elementary School District's LCAP budgeted $19440 for planned actions to increase or improve services for high needs students. Graves Elementary School District estimates that it will actually spend $19440 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
--- | --- | ---
Graves Elementary School District | Rosemarie Grounds Principal | rgrounds@monterey.k12.ca.us (831) 422-6392

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Graves School District is a one-site district, located in a rural agricultural area 2 miles west of the National Steinbeck Center in Salinas. The district traces its history back to the 1890s when it was a small building situated on the Rancho Rincon Del San Jon. The Graves School District has one K-8 school with 42 students and 2 fully qualified teachers, 2 part-time paraprofessionals, a part-time custodian and a contracted Chief Business Officer. The small size of Graves Elementary School makes it possible to have an individualized, nurturing environment in each classroom where the maximum average class size is 21 students. Student achievement and providing children with a rigorous education, supported by a safe and nurturing environment, remains the forefront of our work. One of our greatest resources is our hardworking and dedicated staff committed to teaching and ensuring that all students have the best learning opportunities. We consistently strive to provide our students with a high-quality education that appropriately meets their academic needs. With the goal of preparing students to succeed in the 21st century. Graves provides educational lessons that are engaging and standards-based in all academics areas.

Graves School District is a District of Choice where any parent can choose to enroll their children during an enrollment period. One of the great benefits of school choice is that it allows parents to choose a different school model to meet the diverse needs of their children. Parents transport their children to and from school, so there are daily opportunities for communication between home and school which forges a bond and strengthens the sense of community. This daily communication affords the school a unique opportunity to obtain input into decisions form every parent. We encourage the community to partner with us in our endeavors to provide the very best learning experience for our students.

The School's parent community consists of 31 families which are extremely supportive and participatory. 98% of parents, both parents, attend school events such as community cleanup. fall
festival, Winter Program, food bank drive, and parent conference as well as support students through the Parent Teacher Organization. The communication and relationship between Graves School and its families have greatly benefited the students through the years. There is a need to constantly foster this relationship as we work together in planning on how to best support our students and in establishing priories for now and in establishing goals for the future.

Graves School current student demographics, as calculated by CALPADS, includes:

- Enrollment White: 22%
- Hispanic: 72%
- Asian: 2%
- Filipino: 2%
- Multiple 2%
  - English Learners: 13%
  - Re-designated Fluent English Proficient: 0%
  - Students With Disabilities (Resource): 0.05%
  - Economically Disadvantaged: 13%
  - Migrant: 0%
  - Foster Youth: 0%
  - Homeless: 0%
  - Unduplicated: 3%
  - No other subgroups exist at this time

Note: Reported in this document are metrics associated with k-8 students such as achievement attendance, suspension and expulsion rates, however, because Graves is a K-8 district, metrics for (AP) attendance and suspension and expulsion rates. Graves School is a K-8 district, metrics and AP { (advance Placement), EAP (Early Assessment Program and graduation is not reported.

**LCAP Highlights**

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

Thru an analysis of state and local data an input from community stakeholders, Graves has identified the following goal of the 2017-18 LCAP to be addressed over the next two years in order to improve student outcomes and bring the district closer to closing the achievement gap.

Goal 1: Ensure that all students will increase their achievement in English-Language Arts; that performance gaps will be reduced; that current Long-term EL students will attain the necessary proficiency in English language skills, writing/ technology and reading comprehension to be re-designated as English Fluent by May 2020; and that beginning in 18-19 all incoming English Learners will meet the criteria and be re-designated within 48 months of entering the district.

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

**Greatest Progress**

The Graves School District has fewer than 20 students in any grade level, therefore Dashboard Data is not available, the areas of performance addressed in this section are based on 21 students (grades 3-8) as measured by California Assessment of Student Performance and Progress (CAASPP) and Benchmark assessments. In the area of academic progress, the District is most proud of the increase in 14 students whose performance on the CAASSP test in ELA and Math for our students.

**Mathematics**

In 2017, the stakeholders identified ELA and Math as focus areas for improvement from 2017-2020. In 2018, the percentage of students in grades 3-8 meeting or exceeding standard in Math was 60%, and increase of 22% improvement from 2017, so we are quite proud of this result.

To support and continue achievement in Math, the stakeholders identified the following to continue and improve on the success in 2019-2020.

- Teacher/Principal to participate in training on implementing CC Math and adopted text
- Fully implement the CC Math Standards using adopted text and instructional materials.
- Keep students learning the depth and breadth of the CC Math standards at an engaging pace and support those who are not keeping pace by providing

**Multiple tiers of support.**

- To build math thinking skills, teach students a wide selection of math solution strategies from which to choose when they don't know how to solve a problem.

- Have students talk, share and write about math to help clarify their thinking and understanding.
- Continue to provide students with multiple tiers of support as needed including one-on-one reteaching.
- Conduct monthly one-on-one diagnostic reading assessments
- Provide a multi-tiered system of support to students according to their needs

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

Graves District has fewer than 20 in any given grade level therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of 21 students as measured by local indicators and State testing. (CAASSP)

In 2018, the percentage of students in grades 3-8 meeting standard in ELA was 61%. Improving student performance in English Language Arts and sustaining that growth remains Graves' greatest need and its highest priority for improvement.

**IMPROVEMENT STEPS**

To support achievement in ELA by all students, including English Learners, low income students, homeless and foster youth (should any enroll), stakeholders identified the following "key" new and continuing improvement actions to be implemented in 2019-2020.

From Goal 1
- Fully implement an Integrated Common Core ELA/ELD Program using the adopted textbook and instructional materials from the latest adoption cycle.
- Provide students time and opportunity to participate daily in ELA "Learning Center" activities that re-teach and reinforce, or expand and enrich learning.
- Conduct monthly writing assessment.
- In support of all students, front load vocabulary, provide reading summaries, use sentence frames as needed, make instruction visual, conduct choral readings, utilize peer-assisted learning activities, and build in group work.
- Provide opportunities for high achieving students in ELA to work on projects that deepen or extend ELA learning beyond the boundaries of grade level curriculum.
- Plan for and provide a multi-tiered system of support to students according to their need.

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

**Performance Gaps**

A review of 2018 State and Local Indicator data by student group reveals that the English Learners in grades 3-8 were performing at the lowest levels in English Language Arts. None met ELA grade level standards. Graves’ EL students are fluent in social/conversational English but are challenged by content related literacy tasks. All EL students read and write below grade level. Long term EL Students take considerable challenges succeeding in school as the amount and complexity of the textbooks they encounter and the writing assignments rapidly increase. EL students, performing below grade level standard in ELA, will participate and benefit from the actions/services identified for all students with additional support specific to their needs.

To address the gap, LCAP includes the following actions and services:
- We continue to invest in targeted support and intervention programs to meet the instructional needs of at risk students at all grade levels.
- All students will continue to receive explicit instruction to achieve and maintain grade-level performance.
Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

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

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

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

Ensure that all students have access to the "conditions of learning" that form the necessary foundation for student achievement by providing a fully credentialed teacher; a broad course of study that includes standards-based instruction in all subjects required by the state; standards-based texts and instructional materials from the latest adoption cycle; and a clean, safe, well-maintained facility in which to learn.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>Utilizing GoMath and Cengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners.</td>
<td>Piloted GoMath and Cengage curriculum and used GoMath in grades K-8 for all students.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Utilizing GoMath and Sengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners. (25%)</td>
<td></td>
</tr>
</tbody>
</table>
Expected  | Actual  
---|---
**Baseline**  
Students who are still classified as English Learners. (4 out of 27 students)  

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| A. Training for para-professionals on GoMath and Cengae curriculum. Para-professional to work as an intervention aide (under the direction of the classroom teacher) to assist English Learners in their math and Language arts so as to enable students to be reclassified. CASSP scores prevent students from being reclassified. This is why our goal is to support these students in their acquisition of improved scores.  
All state metrics are address with parents through a variety of methods including school meetings, periodic correspondence home to parents, back to school night and one on one parent meeting. Parents are encourage to express any and all concerns they may have regarding their student by talking to the district superintendent/teacher. | Met. In the area of training paraprofessionals. The district has two paraprofessionals and both attended a comprehensive conference on all aspects of elementary instructional programs. Attendees at the conference attended workshops at the conference that were identified as essential for to meet student goals based on the needs of the district's students.  
Parent conferences were held and state metrics were addressed with the individual parents based on their child's needs. These issues were also addressed by staff at parent meetings, back to school nights and as parental concerns were raised. | Workshop and Conference costs based on supplemental allocation 5000-5999: Services And Other Operating Expenditures Other $500  
Para-professional/intervention aide Salaries - salaries and benefits are based on supplemental apportionment and any overage is charged to the unrestricted general fund. 2000-2999: Classified Personnel Salaries Supplemental $13,083 | Workshop and conference costs based on supplemental allocation and Title IIA funding 5000-5999: Services And Other Operating Expenditures Other $585  
Para-professional/intervention aide Salaries - salaries and benefits are based on supplemental apportionment and any overage is charged to the unrestricted general fund. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $12,897  
Benefits on Above 3000-3999: Employee Benefits Supplemental $7,196 | Benefits on Above 3000-3999: Employee Benefits LCFF Supplemental and Concentration $5,958 |
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.

| Overall implementation: | All actions/services of Goal #1 were implemented which moved the district forward in ensuring that all students were proede with 100% access to the basic "Conditions for Learning" including (1) A credentialed teacher who participated in an abundance of professional development training. (2) A broad, balanced, curriculum that included all core subjects. (3) Standards-based instruction in all core subjects. (4) Books and materials from the latest adoption cycle in all core subjects. (5) A clean, orderly, functional, safe place for students to learn. Stakeholders agreed that Goal #1 was achieved in 17-18 but needs to continue as a goal to ensure that the actions are sustained. |

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

| Overall effectiveness: | The most significant actions/services in moving the school forward in achieving Goal #1, that of providing students with the "Conditions of Learning". |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| Due to additional Title IIA funding, more travel and conference was charged to the LCFF supplemental program. Supplemental funds were reduced based on the second interim LCFF calculation. Excess paraprofessional salaries and benefits have been charged to the unrestricted program. |

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.

| All actions/services in Goal #1 were implemented as described. |
Stakeholder Engagement

LCAP Year: **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?

The involvement process began in February 2019 and has been a continuous collaborate process throughout. The members of the Graves Elementary School/District community included1 parent (2) students(2), certificated (2)and classified staff (2), district CBO worked together developing, reviewing, and supporting the development and implementation of the district budget as it pertains to the LCAP. The district engaged all parents, including English Learners and economically disadvantaged to provide comments and suggestions, either written or verbally, to the LEA for consideration to the LCAP. As a small rural school district, each comment and/or suggestion is heavily weighed and discussed to determine potential benefits to students. The District has made every attempt to meet individually with each parent (parent-teacher conferences) of the district to discuss school improvement ideas and strategies as it relates to the LCAP. Also this year an online survey was made available to parents with 78% of parents participating. Students were given student survey in class that was completed unanimously in grades 1-7. Results were compiled then reviewed by the committee (96% of students indicating that attending school was a safe and welcoming learning environment.) The Committee reviewed LCFF state priorities, prior year CASSPP assessment results. benchmark and ELPAC scores, to make recommendations to meet the needs of all students as it pertains to the LCAP goals.

Meeting dates as noted below

February 13, 2019  staff and administration met to review test results (Casspp, benchmarks, and the overall LCAP parent and student survey.

April 17, 2018, Committee met to review the actions/services identified under Goal 1-Pupil Performance; once again analyzing the data, the committee discussed the action plan for 19-20. Results indicated that students needed more instructional time in ELA in order to significantly increase performance, invention services would continue as EL students would benefit from the additional support using the National Geographic Reach (Cengage) program.

May 7 LCAPP Meeting with Small School Districts San Ardo

May 13-15th  2019 Public Inspection
Impact on LCAP and Annual Update

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

The committee worked together to identify strengths and weaknesses and were fully committed to aligning programs to the LCFF and LCAP to benefit all students. As a result, the Graves Elementary School District identified 1 LCAP goal which they wish to implement to support student learning/success and engage the community.

* teacher assignment
* Improve academic performance and eliminate achievement gaps,
* Increase parent involvement (seek parent input in making decisions for the district
* ensure all students graduate college/career ready
* Ensure access to, and mastery of 21st century learning tools

(State priorities 1,2,3, 7, and 8)

Through the district engagement progress, the desired outcome is for all community stakeholders to have the opportunity to have their suggestions/concerns addressed. Using the LCAP as a guide, the committee works on budget development and makes recommendations on the use and spending of restricted resources. The committee prioritizes areas of focus, benchmark assessments and state assessments CASSPP, C.E.L.D.T scores, to allocate resources to best meet the student needs. (State Priorities 1,2,4, 5 and 6)
The California Schools Dashboard reports district and school performance on LCFF State Priority areas using a combination of state and local priorities, however due to the less than 11 students participating scores were not provided to provide guidance with goal/services.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
</table>

Ensure that all students have access to the "conditions of learning" that form the necessary foundation for student achievement by providing a fully credentialed teacher; a broad course of study that includes standards-based instruction in all subjects required by the state; standards-based texts and instructional materials from the latest adoption cycle; and a clean, safe, well- maintained facility in which to learn.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

- To increase English learner reclassification rates (25% were reclassified in 2019-2018)
- To annually increase the English Learner achievement levels of CASSPP by 1 level "standards not met" to "standard nearly met" in ELA and Math.
## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizing GoMath and Cengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners</td>
<td>Students who are still classified as English Learners. (4 out of 27 students)</td>
<td>Utilizing GoMath and Cengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners. (25%)</td>
<td>Utilizing GoMath and Sengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners. (25%)</td>
<td>Utilizing GoMath and Sengae curriculum, the district will increase its test scores and overall performance for English Learners and all students. Number of students who will be reclassified as no longer being English Learners (25%)</td>
</tr>
</tbody>
</table>

## 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

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

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

| English Learners | Foster Youth | Low Income | LEA-wide | All Schools |

**Actions/Services**
A. Training for all staff on GoMath and Cengae curriculum(Supplemental program for students needing additional support.). Para-professional to work as an intervention aide to assist English Learners in heir math and Language arts so as to enable students to be reclassified. CASSP scores prevent students from being reclassified. This is why our goal is to support these students in their acquisition of improved scores.

All state metrics are address with parents through a variety of methods including school meetings, periodic correspondence home to parents, back to school night and one on one parent meeting. Parents are encourage to express any and all concerns they may have regarding their student by talking to the district superintendent/teacher.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$754</td>
<td>Title II</td>
<td>5000-5999: Services And Other Operating Expenditures Workshop and Conference Costs (Title IIA &amp; Ed. Eff Grant)</td>
<td>$585</td>
<td>Title II</td>
<td>5000-5999: Services And Other Operating Expenditures Workshop and Conference costs based on supplemental allocation</td>
</tr>
<tr>
<td>2019-20</td>
<td>$500</td>
<td>Title II</td>
<td>5000-5999: Services And Other Operating Expenditures Workshop and Conference costs based on supplemental allocation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Add Students to be Served selection here
Add Scope of Services selection here
Add Location(s) selection here

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
### Demonstration of Increased or Improved Services for Unduplicated Pupils

#### LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21426</td>
<td>6.14%</td>
</tr>
</tbody>
</table>

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).

Using the calculation tool provided by the state, Graves Elementary School District has calculated that it will receive $20,794 in supplemental and concentration grant funds under the Local Control Funding Formula (LCFF). The details of these expenditures are included in the Goals, Actions and Services section of this plan having been included/designed to support the academic achievement and school success of the unduplicated population. Maintaining highly qualified teachers, ongoing professional development, paraprofessionals in the classrooms, supplemental materials, small group intervention, as well as increased parental involvement. All actions and expenditures marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from stakeholders.

#### LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18855</td>
<td>5.78%</td>
</tr>
</tbody>
</table>

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).

Unduplicated students will receive additional instruction specifically designed to meet individual needs to increase reading and writing. Additional instructional support will be given to decrease the ELA learning gaps and accelerate re-designation of ELs. Students will receive daily 20 minutes of intervention instruction.

2018-2019 LEA will expend close to all of its Supplemental funds amounting to $18,855 to continuing the actions and services of Goal 1 for our unduplicated pupils based on stakeholders input. No supplemental grant funds will be used school-wide.

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,624</td>
<td>6.31%</td>
</tr>
</tbody>
</table>

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).
The LCFF supplemental fund allocation is budgeted for expenditures to increase student achievement in meeting the Common Core State Standards. LCFF funds were targeted to support personnel, instructional technology, and professional development in the areas of: English Language development, Math, Science, Social Studies Common Core State Standards and 21st Century Learning Innovations. The funds were allotted based on 13% unduplicated numbers of English Learners, low income pupils and foster youth to ensure that the District makes decisions to employ highly professional personal, professional development, and provide instructional materials, including technology, to meet the needs of targeted subgroups. Graves School will align its Single Site Plan for Student Achievement to support the goals and actions in the approved Local Control Accountability Plan. LCFF allocated funds will be effectively utilized to support the goals and actions and services described in the LCAP to support all students and targeted subgroups based upon stakeholder contributions.

The Graves School District fully understands the need to provide support for all students. As stated in the executive summary students receive instruction from the same certificated instructor for multiple years, allowing for a deeper understanding of the students needs/expectations and outcomes. Tailored instructional support for short periods of time in order to comprehend a particular skill or concept become the norm. Other students require a system of ongoing supports in order to meet the needs presented by certain circumstances in their lives. Approximately 13% are considered low income 13% of our students are designated as English Learners. To date we have no Foster Youth. Graves School District strives to provide an instructional program that meets the needs of all students. We also work very hard to provide an instructional program that meets the needs of the students who may be underperforming academically. Additional instruction time is planned in order to provide increased access to Common Core Standards (during school intervention support). This additional learning time will also provide opportunities for interventions for targeted students and/or enrichment opportunities. Support services for English Learners are well established in our District. Identified students receive services designated to meet their needs. The teachers provide individualized instruction to meet the individual needs of each EL student.

Continued services will be provided in the form of Professional Development for all teachers and classified staff. The new CA standards for ELA/ELD, and Math as well as the Next Generation Science Standards require all educators to focus on student engagement and learning at much more rigorous level than the previous State Standards. As such, it is critical that all district educators not only learn the new standards and expectations and make major shifts in the way that pupils are asked to interact with content but that they also attend to learning teaching strategies which will support the at-risk, unduplicated pupils (13%) to access these new, demanding CA Standards. (Professional Development)
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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

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

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
(2) The number of students who meet the enrollment requirements.
(3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
(1) For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).
(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   (B) The number of students in the DASS graduation cohort.
   (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funding Sources</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>17,680.00</td>
<td>19,440.00</td>
<td>21,926.00</td>
<td>59,046.00</td>
</tr>
<tr>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>18,855.00</td>
<td>16,926.00</td>
<td>18,855.00</td>
<td>21,426.00</td>
<td>57,207.00</td>
</tr>
<tr>
<td>Other</td>
<td>500.00</td>
<td>585.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Supplemental</td>
<td>20,279.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Title II</td>
<td>0.00</td>
<td>0.00</td>
<td>754.00</td>
<td>585.00</td>
<td>500.00</td>
<td>1,839.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>17,680.00</td>
<td>19,440.00</td>
<td>21,926.00</td>
<td>59,046.00</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>13,083.00</td>
<td>12,897.00</td>
<td>13,267.00</td>
<td>12,897.00</td>
<td>12,897.00</td>
<td>39,061.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>7,196.00</td>
<td>5,958.00</td>
<td>3,659.00</td>
<td>5,958.00</td>
<td>8,529.00</td>
<td>18,146.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>500.00</td>
<td>585.00</td>
<td>754.00</td>
<td>585.00</td>
<td>500.00</td>
<td>1,839.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>All Funding Sources</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>17,680.00</td>
<td>19,440.00</td>
<td>21,926.00</td>
<td>59,046.00</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>12,897.00</td>
<td>13,267.00</td>
<td>12,897.00</td>
<td>12,897.00</td>
<td>39,061.00</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Supplemental</td>
<td>13,083.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>5,958.00</td>
<td>3,659.00</td>
<td>5,958.00</td>
<td>8,529.00</td>
<td>18,146.00</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>Supplemental</td>
<td>7,196.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Other</td>
<td>500.00</td>
<td>585.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Title II</td>
<td>0.00</td>
<td>0.00</td>
<td>754.00</td>
<td>585.00</td>
<td>500.00</td>
<td>1,839.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>17,680.00</td>
<td>19,440.00</td>
<td>21,926.00</td>
<td>59,046.00</td>
</tr>
<tr>
<td>Goal 2</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Goal 3</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funding Sources</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>17,680.00</td>
<td>19,440.00</td>
<td>21,926.00</td>
</tr>
<tr>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>18,855.00</td>
<td>16,926.00</td>
<td>18,855.00</td>
<td>21,426.00</td>
</tr>
<tr>
<td>Other</td>
<td>500.00</td>
<td>585.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Supplemental</td>
<td>20,279.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Title II</td>
<td>0.00</td>
<td>0.00</td>
<td>754.00</td>
<td>585.00</td>
<td>500.00</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>All Funding Sources</td>
<td>20,779.00</td>
<td>19,440.00</td>
<td>19,440.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF Supplemental and Concentration</td>
<td>0.00</td>
<td>18,855.00</td>
<td>0.00</td>
<td>18,855.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>500.00</td>
<td>585.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Supplemental</td>
<td>20,279.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Title II</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>585.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>