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).

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Canyon Elementary expects to receive in the coming year from all sources.

The total revenue projected for Canyon Elementary is $890,030,799,999,999, of which $683,099 is Local Control Funding Formula (LCFF), $50,837.82 is other state funds, $140,093.98 is local funds, and $16,000 is federal funds. Of the $683,099 in LCFF Funds, $7854 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.

Canyon Elementary plans to spend $883,936.68 for the 2019-20 school year. Of that amount, $73,301 is tied to actions/services in the LCAP and $810,635.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Canyon Elementary is projecting it will receive $7854 based on the enrollment of foster youth, English learner, and low-income students. Canyon Elementary 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, Canyon Elementary plans to spend $60,000 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what Canyon Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Canyon Elementary 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, Canyon Elementary's LCAP budgeted $73,801 for planned actions to increase or improve services for high needs students. Canyon Elementary estimates that it will actually spend $31,028. 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: Canyon Elementary
Contact Name and Title: Lucia Sullivan
Principal/Superintendent
Email and Phone: LSullivan@canyon.k12.ca.us
925 376 4671

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

The Canyon Elementary School District is comprised of one three-room schoolhouse with 72 children in Kindergarten through grade eight. The community of Canyon is located in unincorporated Contra Costa County, nestled between the Oakland Hills and Moraga. Canyon is considered rural because it is located deep in a steep canyon and feels remote because of narrow, windy access roads. There is no cellular coverage in the canyon. Homes in Canyon were traditionally built by members of the community and are often far above the road, requiring people to climb hundreds of steps. Members of our community are known for being very self reliant and many of our children have parents who are builders or artisans although as the community changes over time, there are now more community members commuting to San Francisco and throughout the Bay Area and working in the tech field.

Canyon School’s mission is to foster lifelong love of learning, integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The school develops the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

Canyon has 72 students and an unduplicated percentage of 6.7%. All of the unduplicated students are socioeconomically disadvantaged. We have no English learners and we have no foster youth. Student groups represented in the Canyon population are: African American, Asian, Hispanic, White and Two or more races. The two most prevalent groups are white and two or more races. The Canyon population is 65% white and 17% two or more races. We reach out to the family of each child with exceptional needs to assure parental input. We offer a broad curriculum for students with exceptional needs.
LCAP presentations and information have been presented using the LCAP acronym. Feedback from the community has indicated that parents and community members do not express much interest in or concern about the LCAP document per se, though they are very interested in the day to day operations of the school district. LCAP meetings, via the School Site Council (which serves as our district advisory committee), were comprised of teacher representation, principal and parents. Information from those meetings was disseminated to parents and the community through email, newsletters and posting to the website.

Generally, progress was made in all LCAP goals, supported by action and service evidence within each goal. The following metrics do not apply: 2b. how the programs and services will enable English learners to access the CCSS and ELD standards, 4b Academic Performance Indicator, 4c % completing of UC or CSU courses, 4d % EIs with improved CELDT performance, 4e EL reclassification rate, 4f % passing AP exams, 4g % prepared for college (EAP), 5d High school drop out rate, 5e High school graduation rate,

**LCAP Highlights**

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

We have identified three goals to focus on over the course of this 3-year plan:

1. All students will have access to and meet or exceed mathematics, English language arts and the Next Generation Science Standards. (State priorities 1, 2, 4, 7, 8) pp. 6-10
2. Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to reach their learning potential (State Priorities 1, 5, 6) pp 11-15
3. Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision-making, collect feedback, support mutual goals, and to be transparent (State priority 3) pp.16-19

**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**

Districtwide, Canyon performed at the highest level of blue for suspension and mathematics indicators. On the English Language Arts (ELA) indicator Canyon performed at the second highest level of green. For the suspension rate indicator Canyon’s status was very low at 0%. For mathematics, Canyon’s status was very high at 39.4 points above level 3. For ELA, Canyon’s status was high at 41.3 points above level 3, which is an increase of 10.4 points over the prior year. We plan to continue differentiating the curriculum to support student needs and foster high levels of student achievement.
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**

Districtwide, Canyon did not perform at the orange or red performance levels for any indicator. We plan to maintain this by continuing to support our successful intervention model.

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**

Districtwide, no student group was two or more performance levels below the district performance level on any indicator.

**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.

We did not have any school identified for comprehensive support and improvement.

**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.

We did not have any school identified as needing comprehensive support and improvement.

**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.

n/a
**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

All students will have access to and meet or exceed mathematics, English language arts/literacy and Next generation Science Standards.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASP results ELA (4A)</td>
<td>18-19</td>
<td>Met</td>
</tr>
<tr>
<td>32 points above level 3</td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Baseline CAASP results ELA (4A)</td>
<td>30.9 points above level 3</td>
<td>40 points above the standard.</td>
</tr>
<tr>
<td>CAASP results math (4A)</td>
<td>18-19</td>
<td>Met</td>
</tr>
<tr>
<td>39 points above level 3</td>
<td>CAASP results math (4A)</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>38.3 points above level 3</td>
<td>25.4 points above standard. Declined 14 points.</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Every student has Standards-aligned texts in math, ELA &amp; Science (1B)</td>
<td>100% of students have Standards-aligned texts in math, ELA &amp; Science (1B)</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;All students will have standards-aligned texts</td>
<td><strong>Baseline</strong>&lt;br&gt; All students have standards-aligned texts</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)</td>
<td><strong>Met</strong>&lt;br&gt; 100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;all teachers will be appropriately credentialed</td>
<td><strong>Baseline</strong>&lt;br&gt; All teachers are appropriately credentialed</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</td>
<td><strong>Met</strong>&lt;br&gt; 100% of students have access to a broad course of study (7A) like art, drama, Spanish, Capoeira, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt; all students will take a broad course of study</td>
<td><strong>Baseline</strong>&lt;br&gt; All students have access to and will take broad course of study</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Examination of student work in portfolios, oral presentations, whole school dramatic presentations, science projects (8A)</td>
<td><strong>Met</strong>&lt;br&gt; 100% of students will take a broad course of study as evidenced by enrollment in: art, drama, Eurythmy, Spanish, Capoeira, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt; all students will take a broad course of study</td>
<td><strong>Baseline</strong>&lt;br&gt; all students have access to and will take a broad course of study</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;Informal Principal walk throughs Principal observes standards-aligned instruction 85% of the time, and will in future throughs to observe standards-aligned instruction (2A)</td>
<td><strong>Met</strong>&lt;br&gt; Principal walk throughs demonstrate standards-based teaching practices 90% of the time.</td>
<td></td>
</tr>
</tbody>
</table>
**18-19**
Principal walk throughs demonstrate standards-based teaching practices

**Baseline**
informal Principal walk throughs demonstrate standards-based teaching practices

### 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>
<tbody>
<tr>
<td>Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first</td>
<td>Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first</td>
<td>2000-2999: Classified Personnel Salaries LCFF 20,000</td>
<td>36,877.22 2000-2999: Classified Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</td>
<td>Purchased materials to address curricular needs.</td>
<td>4000-4999: Books And Supplies Base 3,500</td>
<td>3,500 4000-4999: Books And Supplies LCFF</td>
</tr>
</tbody>
</table>

#### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue professional development in curriculum &amp; instruction.</td>
<td>Did not accrue costs as professional development was local.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 3301</td>
<td>0</td>
</tr>
</tbody>
</table>
Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to employ early intervention tutor with primary attention given to SED students first.</td>
<td>Continue to employ early intervention tutor with primary attention given to SED students first.</td>
<td>2000-2999: Classified Personnel Salaries LCFF $40,000</td>
<td>53,865. 2000-2999: Classified Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>

Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.</td>
<td>Purchased Delta science materials and lego engineering</td>
<td>4000-4999: Books And Supplies LCFF $4500</td>
<td>5899.19 4000-4999: Books And Supplies LCFF</td>
</tr>
</tbody>
</table>

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.

We were able to start a schoolwide Spanish program which improved our already broad course of study.

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

Our efforts were effective. Students participate in two theatrical presentations a year with 100% involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to complete this training internally and thus incurred no expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We were able to hire a Spanish teacher which exceeded our goals.
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 2

Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

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 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</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>Attendance rate (5A)</td>
<td></td>
<td>Our average daily attendance was 66.6</td>
</tr>
<tr>
<td>18-19</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>67.58</td>
<td></td>
</tr>
<tr>
<td>Safety Survey (6C)</td>
<td></td>
<td>Our safety survey was satisfactory. (6C)</td>
</tr>
<tr>
<td>18-19</td>
<td></td>
<td>administered in spring 2018, awaiting results</td>
</tr>
<tr>
<td>Baseline</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>School facilities are maintained in good repair (1C)</td>
<td></td>
<td>school facilities are maintained in good repair (1C)</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Safety Inspection Reports (1C)</td>
<td>0 incidents</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>0 incidents</td>
<td></td>
</tr>
<tr>
<td>Middle school drop out rate (5C)</td>
<td>18-19 zero</td>
<td>Our Middle school drop out rate (5C) is zero.</td>
</tr>
<tr>
<td>Baseline</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>chronic absenteeism (5B)</td>
<td>18-19 zero</td>
<td>Our chronic absenteeism is zero (5B).</td>
</tr>
<tr>
<td>Baseline</td>
<td>.1%</td>
<td></td>
</tr>
<tr>
<td>suspension rates (6A)</td>
<td>18-19 zero</td>
<td>Our suspension rate is zero (6A).</td>
</tr>
<tr>
<td>Baseline</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>expulsion rates (6B)</td>
<td>18-19 zero</td>
<td>Our expulsion rate is zero (6B).</td>
</tr>
<tr>
<td>Baseline</td>
<td>zero</td>
<td></td>
</tr>
</tbody>
</table>

**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</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences.</td>
<td>We emailed some parents on a monthly basis to alert them that they had several absences.</td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to strengthen culture of Restorative Practices</td>
<td>We hired a new teacher for next year with training in Responsive Classroom.</td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.</td>
<td>Continued safety inspections, reviewed a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.</td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.</td>
<td>We explored other schoolwide programs to strengthen social emotional learning. I attended the SEL symposium at the Contra Costa County Office of Education at no cost to my district.</td>
<td>5000-5999: Services And Other Operating Expenditures LCFF 1500</td>
<td>0</td>
</tr>
</tbody>
</table>

### 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.

We had planned to conduct trainings for our existing SEL programs. Both with staff and with families, many discussions were had reviewing the implementation and fidelity of schoolwide SEL initiatives. These discussions yielded a decision to NOT continue training with our current model and to explore a new schoolwide SEL program.

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

We didn’t achieve what we planned with SEL and determined that in future we will need a stronger schoolwide implementation of a better program. We have decided to train next summer.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not pay for additional trainings as we were exploring options for new programs. This resulted in a material difference (action 5).

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.

Next year we will train all staff in responsive Classroom.
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 3

Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 parents report high rates of satisfaction</td>
<td>We administered an in-house created long form narrative parent satisfaction survey (3A). 85% of parents reported satisfaction with curriculum programming.</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Responses indicated parents felt math and Ela curriculum was appropriate and students were supported emotionally</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>number of online parent sign ups including parents of unduplicated students and students with exceptional needs, 3A, 3B, 3C</td>
<td></td>
</tr>
<tr>
<td>18-19 examine parents sign ups and ensure that there is a good representation of various types of parents including parents of unduplicated, parents of students with exceptional needs and special education students.</td>
<td>When we moved to online sign ups we found that more parents, including parents of unduplicated students and students with exceptional needs, (3A, 3B, 3C) were volunteering 10% more.</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>in development</td>
<td></td>
</tr>
</tbody>
</table>

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>
<tbody>
<tr>
<td>Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters).</td>
<td>Developed a list of parental engagement opportunities and circulate widely for all students (parent registration materials, website, newsletters).</td>
<td>zero</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students’ success. (3B, 3C)</td>
<td>Scheduled and held parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students' success. (3B, 3C)</td>
<td>zero</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and execute at least two parent information nights to support and educate parents of all students. Gather feedback from parents of students as to how we can better support their children. 3A</td>
<td>Planned and executed at least two parent information nights to support and educate parents of all students. Gather feedback from parents of students as to how we can better support their children. 3A</td>
<td>zero</td>
<td>0</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Having online sign ups was effective in increasing parental involvement. Reaching out to parents individually was helpful.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>We were able to increase parental involvement by 10%</th>
</tr>
</thead>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

|---|

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

|---|
Stakeholder Engagement

LCAP Year: 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 Canyon Elementary School District is committed to ensuring that meaningful stake holder engagement is integral to the development of an effective Local Control Accountability Plan and that parents (especially those of unduplicated and special ed students) are encouraged to participate at the school throughout the year. To inform stakeholders, the district used a variety of methods. These include: meetings and other activities, events and blended platforms for stakeholders to be involved in the LCAP process and to provide input into the review and monitoring of district goals, metrics, actions and services. In these meetings data was shared including but not limited to: assessment data, CAASP data, attendance data, student survey data and parent survey data. Specifically the School Site Council functions as the LCAP team. They met 2/04/19 and 3/11/19 and 5/21/19, additionally they used a blended platform to work on analysis of school survey data and LCAP goals in a virtual asynchronous environment. Faculty and staff discussed progress with LCAP goals at staff meetings on a weekly basis. Parents of socio-economically disadvantaged and English learners are reached out to individually so that feedback can be sought. Canyon currently has no foster youth. The public hearing for the LCAP was announced at least 72 hours prior to the meeting and was held on 6/11/19 and voted on by the Canyon School Board on 6/18/19. Emails were sent to the community soliciting feedback about the LCAP and the LCAP survey data in March. Data was gathered from all parents through the survey the School Site Council developed. LCAP items were discussed with input requested at public Board meetings on 10/10/18, 11/13/18, 12/11/18, 1/08/19, 2/12/19, 3/12/19, and 4/9/19, 5/14/19. We meet individually with parents of socioeconomically disadvantaged students special education students and English learners to ensure their needs are addressed, and seek their support and decision making. All written inquiries were responded to by the superintendent in writing. LCAP goal items were discussed with students at school assemblies.

As an in-depth analysis of student achievement is being conducted by the School Site Council (comprised of parents, teacher and administrator), the school Principal and Superintendent and the School Board, to determine areas of strength, areas of concern and opportunities for improvement. The LCAP is presented to the Canyon School Board, all Canyon staff (classified, certificated, etc), Canyon Association to Support the School, Canyon Education Foundation and School Site Council to ensure all stakeholders have an opportunity to monitor LCAP progress and plan future LCAPs. Instructional goals for improvement are developed with input of all staff embers, parent committees, and leadership teams.

The Canyon Elementary School Board works closely with the Superintendent and the Principal to set the direction of the District through to formulation of the district’s policies and the adoption of annual goals and objective, which reflect the priorities of the Canyon School community and the Board. Decisions on how the District’s funds are spent are considered through input from district
staff and parent and community groups, which are then approved by the Canyon School Board. Budget priorities each year reflect the board’s ongoing deliberations on the many programs and facility needs facing the district. Canyon did not interact with any unions because we are too small to have any unions.

Impact on LCAP and Annual Update

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

LCAP presentations and information have been presented using the LCAP acronym. Feedback from the community has indicated that parents and community members do not express much interest in or concern about the LCAP document per se, though they are very interested in the day to day operations of the school district. Many parents meet with administration on a 1:1 basis to provide feedback and express concerns. This allows the administration to respond to individual concerns and best meet the needs of every learner. LCAP meetings, via the School Site Council (which serves as our district advisory committee), were comprised of teacher representation, principal and parents. Information from those meetings was disseminated to parents and the community through email, newsletters and posting to the website.

Based on input from the Board, students, the community and parent groups such as: School Site Council (SSC), Canyon Education Foundation (CEF), and the Canyon Association to Support the School (CATSS), Staff the following recommendations were made:
Goal #1 Continue to implement and refine the use of progress monitoring tools to ensure that all students meet or exceed benchmarks and are supported for additional challenge when possible. We added a Spanish program.
Goal #2 We will continue to support the Board in the development of robust policy language about attendance. We will send monthly attendance updates. We will actively educate our parents about the importance of regular attendance. We will continue to strengthen our social emotional work by increasing our anti-bullying training, providing both a parent and a staff workshop, we will move toward using Responsive Classroom as a schoolwide PBIS, and we will encourage book groups for parents.
Goal #3 Increase parent education nights to every other month during our Canyon Association to Support the School meetings.
**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)

Unchanged Goal

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will have access to and meet or exceed mathematics, English language arts/literacy and Next generation Science Standards.</td>
</tr>
</tbody>
</table>

**State and/or Local Priorities addressed by this goal:**

**State Priorities:**
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**Local Priorities:**

**Identified Need:**

To ensure that our students will continue to perform at the same high levels. If and when students with special needs, English learners, foster youth do come to Canyon, the principal will conduct an evaluation, outline specific needs of the students, and ensure those needs are addressed in a standards-aligned manner 2B, 3C, 4D, 4E, 7C

**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>CAASP results ELA (4A)</td>
<td>30.9 points above level 3</td>
<td>30.9 points above level 3</td>
<td>32 points above level 3</td>
<td>40 points above level 3</td>
</tr>
<tr>
<td>CAASP results math (4A)</td>
<td>38.3 points above level 3</td>
<td>38.3 points above level 3</td>
<td>39 points above level 3</td>
<td>40 points above level 3</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Every student has Standards-aligned texts in math, ELA &amp; Science (1B)</td>
<td>All students have standards-aligned texts</td>
<td>All students have standards-aligned texts</td>
<td>All students will have standards-aligned texts</td>
<td>All students will have standards-aligned texts</td>
</tr>
<tr>
<td>Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)</td>
<td>All teachers are appropriately credentialed</td>
<td>all teachers will be appropriately credentialed</td>
<td>all teachers will be appropriately credentialed</td>
<td>all teachers will be appropriately credentialed</td>
</tr>
<tr>
<td>Students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</td>
<td>All students have access to and will take broad course of study</td>
<td>all students will take a broad course of study</td>
<td>all students will take a broad course of study</td>
<td>all students will take a broad course of study</td>
</tr>
<tr>
<td>Examination of student work in portfolios, oral presentations, whole school dramatic presentations, science projects (8A)</td>
<td>all students have access to and will take a broad course of study</td>
<td>all students will take a broad course of study</td>
<td>all students will take a broad course of study</td>
<td>all students will take a broad course of study</td>
</tr>
<tr>
<td>Informal Principal walk throughs Principal observes standards-aligned instruction 85% of the time, and will in future throughs to</td>
<td>informal Principal walk throughs demonstrate standards-based teaching practices</td>
<td>Principal walk throughs demonstrate standards-based teaching practices</td>
<td>Principal walk throughs demonstrate standards-based teaching practices</td>
<td>Principal walk throughs demonstrate standards-based teaching practices</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>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</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>
<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>
<tr>
<td>Low Income</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

#### Actions/Services

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

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

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

#### 2017-18 Actions/Services

- Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first

#### 2018-19 Actions/Services

- Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first

#### 2019-20 Actions/Services

- Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first

#### Budgeted Expenditures
### Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>20,000</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>20,000</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>20,000</td>
<td>LCFF</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

| All |

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

| All Schools |

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

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

### Actions/Services

Select from New, Modified, or Unchanged

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

- Evaluate programs for curricular gaps that would benefit from increased curriculum materials.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</td>
<td>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</td>
<td>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</td>
</tr>
</tbody>
</table>
### Yearly Budget Information

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>4,000</td>
<td>3,500</td>
<td>3,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 3

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

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

- All

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

- All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

### 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
- Unchanged Action
- Unchanged Action

**2017-18 Actions/Services**
- Continue professional development in curriculum & instruction.

**2018-19 Actions/Services**
- Continue professional development in curriculum & instruction.

**2019-20 Actions/Services**
- Continue professional development in curriculum & instruction.
### Yearly Overview

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>3301</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>3301</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>3301</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 4

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

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

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

[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:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Low Income | LEA-wide | All Schools
---|---|---

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

Continue to employ early intervention tutor with primary attention given to SED students first.

**2018-19 Actions/Services**

Continue to employ early intervention tutor with primary attention given to SED students first.

**2019-20 Actions/Services**

Continue to employ early intervention tutor with primary attention given to SED students first.

**Budgeted Expenditures**

- 2017-18: 3301
- 2018-19: 3301
- 2019-20: 3301
### Year 2017-18
- **Amount:** $39,504
- **Source:** LCFF
- **Budget Reference:** 2000-2999: Classified Personnel Salaries

### Year 2018-19
- **Amount:** $40,000
- **Source:** LCFF
- **Budget Reference:** 2000-2999: Classified Personnel Salaries

### Year 2019-20
- **Amount:** $40,000
- **Source:** LCFF
- **Budget Reference:** 2000-2999: Classified Personnel Salaries

## Action 5

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

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

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

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

### Actions/Services

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

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

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

### 2017-18 Actions/Services
- purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.

### 2018-19 Actions/Services
- purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.

### 2019-20 Actions/Services
- purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.

## Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>
## 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)

| Unchanged Goal |

---

## Goal 2

Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

### 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 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

---

### Identified Need:

To ensure that our students will continue to feel safe and connected to staff.

### 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>Attendance rate (5A)</td>
<td>ADA is 67.58</td>
<td>ADA is 68</td>
<td>ADA is 69</td>
<td>ADA will be 70</td>
</tr>
<tr>
<td>Safety Survey (6C)</td>
<td>TBD</td>
<td>TBD</td>
<td>administered in spring 2018, awaiting results</td>
<td>anticipate administering survey</td>
</tr>
<tr>
<td>School facilities are maintained in good repair (1C)</td>
<td>0 incidents Safety Inspection Reports (1C)</td>
<td>0 incidents Safety Inspection Reports (1C)</td>
<td>0 incidents Safety Inspection Reports (1C)</td>
<td>0 incidents Safety Inspection Reports (1C)</td>
</tr>
<tr>
<td>Middle school drop out rate (5C)</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>chronic absenteeism</td>
<td>.1%</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
<tr>
<td>(5B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suspension rates (6A)</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
<tr>
<td>expulsion rates (6B)</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
<td>zero</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:

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

Review and compare 15-16 and 16-17 attendance data to determine impact of increased communication and messaging about importance of good attendance.

### 2018-19 Actions/Services

Review and compare 16-17 and 17-18 attendance data to determine impact of increased communication and messaging about importance of good attendance.

### 2019-20 Actions/Services

Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance.
importance of good attendance. Reach out directly to identified at-risk families.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

**Unchanged Action**

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

**Unchanged Action**

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

**Unchanged Action**

**2017-18 Actions/Services**

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to improve to parents and to provide support as needed for students with excessive absences.

**2018-19 Actions/Services**

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences.

**2019-20 Actions/Services**

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences.
### Year 2017-18 | Amount | source | Budgeted Expenditures
---|---|---|---
2017-18 | zero | LCFF | 5000-5999: Services And Other Operating Expenditures
2018-19 | zero | LCFF | 5000-5999: Services And Other Operating Expenditures
2019-20 | zero | LCFF | 5000-5999: Services And Other Operating Expenditures

### Action 3

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

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

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

**Actions/Services**

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Modified Action**

**2017-18 Actions/Services**

- Continue to strengthen culture of Restorative Practices.

**2018-19 Actions/Services**

- Continue to strengthen culture of Restorative Practices

**2019-20 Actions/Services**

- Train staff in Responsive Classroom

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1137</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>1000</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>1000</td>
<td>LCFF</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
Action 4

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

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

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

Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

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

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

OR

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

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

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

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

2018-19 Actions/Services

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

2019-20 Actions/Services

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>

Action 5

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

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

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.</td>
<td>Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.</td>
<td>Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1600</td>
<td>1500</td>
<td>1500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
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 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent.</td>
<td></td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities: |

Identified Need:

To ensure that our parents and community will continue to feel that Canyon is meeting their children’s needs at a high level and to seek input from parents on future decision making.

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>parent survey, 3A</td>
<td>Responses indicated parents felt math and Ela curriculum was appropriate and students were supported emotionally</td>
<td>parents report high rates of satisfaction</td>
<td>parents report high rates of satisfaction</td>
<td>parents report high rates of satisfaction</td>
</tr>
<tr>
<td>number of online parent sign ups including parents of unduplicated students and students with exceptional needs, 3A, 3B, 3C</td>
<td>in development</td>
<td>examine parents sign ups and ensure that there is a good representation of various types of parents including parents of</td>
<td>examine parents sign ups and ensure that there is a good representation of various types of parents including parents of</td>
<td>examine parents sign ups and ensure that there is a good representation of various types of parents including parents of</td>
</tr>
</tbody>
</table>
### Plotted Actions / Services

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

#### Action 1

- **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**
  - **Students to be Served:**
    - (Select from All, Students with Disabilities, or Specific Student Groups)
  - **Location(s):**
    - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
</table>

- **OR**

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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Scope of Services selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

#### Actions/Services

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

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

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

#### 2017-18 Actions/Services

- Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters).

#### 2018-19 Actions/Services

- Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters).

#### 2019-20 Actions/Services

- Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters).
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students’ success. (3B, 3C)

2018-19 Actions/Services

Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students’ success. (3B, 3C)

2019-20 Actions/Services

Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students’ success. (3B, 3C)

Budgeted Expenditures
### Action 3

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td>All Schools</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td></td>
</tr>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Plan and execute at least two parent information nights to support and educate parents of all students. Gather feedback from parents of students as to how we can better support their children. 3A

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>zero</td>
<td>zero</td>
<td>zero</td>
</tr>
</tbody>
</table>
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>$7854</td>
<td>1.16%</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 receive small group or 1:1 support to increase or improve services. Goals and actions targeted for unduplicated students are Goal #1, Action #3 (continue professional development in curriculum), Goal #2, Action #5 (strengthen culture of prosocial development through SEL), Goal #3, Action #2 (parent engagement). The above LEA wide programs are principally directed toward and are effective in meeting the District's goals for unduplicated pupils because these services focus on the identified needs of these students. These services have been deemed the most effective use of Supplemental funds for unduplicated students based on research (Tomlinson, 2014), experience and good educational practices.

**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>$6,528.00</td>
<td>1.05%</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 pupils are supported with additional interventions and math support by at least 2% of contact time.

We have a part-time math specialist and early intervention tutor. Canyon is using Supplemental funding for targeted support programs to assist struggling learners including low income pupils.

Actions included in the LCAP describing LEA-wide programs designed to provide targeted support for unduplicated pupils are as follows:
1) Provide additional professional development on early intervention (Tier 1) services primary attention given to unduplicated students first. (Goal 1, Action 4)
2) Continue with math paraprofessional to support small group instruction with primary attention given to unduplicated students first (Goal 1, Action 2)
3) Hold individual conferences with all parents of unduplicated students. (Goal 3, Action 2)

The above LEA wide programs are principally directed toward and are effective in meeting the District’s goals for unduplicated pupils because these services focus on the identified needs of these students. These services have been deemed the most effective use of Supplemental funds for unduplicated students based on research (Tomlinson, 2014), experience and good educational practices.

<table>
<thead>
<tr>
<th>LCAP Year: 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$5914</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).
Canyon is using Supplemental funding for targeted support programs to assist struggling learners including low income pupils.

Actions included in the LCAP describing LEA-wide programs designed to provide targeted support for unduplicated pupils are as follows:

1) Provide additional professional development on early intervention (Tier 1) services primary attention given to unduplicated students first. (Goal 1, Action 4)

2) Hired math paraprofessional to support small group instruction with primary attention given to unduplicated students first (Goal 1, Action 2)

3) Hold individual conferences with all parents of unduplicated students. (Goal 3, Action 2)

The above LEA wide programs are principally directed toward and are effective in meeting the District's goals for unduplicated pupils because these services focus on the identified needs of these students. These services have been deemed the most effective use of Supplemental funds for unduplicated students based on research (Tomlinson, 2014), experience and good educational practices.
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. S broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of 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>73,801.00</td>
<td>0.00</td>
<td>78,824.00</td>
<td>73,801.00</td>
<td>73,301.00</td>
<td>225,926.00</td>
</tr>
<tr>
<td>Base</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>LCFF</td>
<td>6,801.00</td>
<td>0.00</td>
<td>7,301.00</td>
<td>6,801.00</td>
<td>6,301.00</td>
<td>20,403.00</td>
</tr>
<tr>
<td>LCFF</td>
<td>67,000.00</td>
<td>0.00</td>
<td>71,523.00</td>
<td>67,000.00</td>
<td>67,000.00</td>
<td>205,523.00</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>73,801.00</td>
<td>0.00</td>
<td>78,824.00</td>
<td>73,801.00</td>
<td>73,301.00</td>
<td>225,926.00</td>
</tr>
<tr>
<td></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>2000-2999: Classified Personnel Salaries</td>
<td>60,000.00</td>
<td>0.00</td>
<td>59,504.00</td>
<td>60,000.00</td>
<td>60,000.00</td>
<td>179,504.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>8,000.00</td>
<td>0.00</td>
<td>13,282.00</td>
<td>8,000.00</td>
<td>7,500.00</td>
<td>28,782.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5,801.00</td>
<td>0.00</td>
<td>6,038.00</td>
<td>5,801.00</td>
<td>5,801.00</td>
<td>17,640.00</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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>All Funding Sources</td>
<td>73,801.00</td>
<td>0.00</td>
<td>78,824.00</td>
<td>73,801.00</td>
<td>73,301.00</td>
<td>225,926.00</td>
</tr>
<tr>
<td></td>
<td></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>2000-2999: Classified Personnel Salaries</td>
<td>LCFF</td>
<td>60,000.00</td>
<td>0.00</td>
<td>59,504.00</td>
<td>60,000.00</td>
<td>60,000.00</td>
<td>179,504.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>Base</td>
<td>3,500.00</td>
<td>0.00</td>
<td>4,000.00</td>
<td>3,500.00</td>
<td>3,000.00</td>
<td>10,500.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>LCFF</td>
<td>4,500.00</td>
<td>0.00</td>
<td>9,282.00</td>
<td>4,500.00</td>
<td>4,500.00</td>
<td>18,282.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Base</td>
<td>3,301.00</td>
<td>0.00</td>
<td>3,301.00</td>
<td>3,301.00</td>
<td>3,301.00</td>
<td>9,903.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>LCFF</td>
<td>2,500.00</td>
<td>0.00</td>
<td>2,737.00</td>
<td>2,500.00</td>
<td>2,500.00</td>
<td>7,737.00</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>71,301.00</td>
<td>0.00</td>
<td>76,087.00</td>
<td>71,301.00</td>
<td>70,801.00</td>
<td>218,189.00</td>
</tr>
<tr>
<td>Goal 2</td>
<td>2,500.00</td>
<td>0.00</td>
<td>2,737.00</td>
<td>2,500.00</td>
<td>2,500.00</td>
<td>7,737.00</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>
<tr>
<td>Goal 4</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>60,000.00</td>
<td>0.00</td>
<td>59,504.00</td>
<td>60,000.00</td>
<td>60,000.00</td>
</tr>
<tr>
<td>Base</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>LCFF</td>
<td>60,000.00</td>
<td>0.00</td>
<td>59,504.00</td>
<td>60,000.00</td>
<td>60,000.00</td>
</tr>
</tbody>
</table>
### Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source

<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>13,801.00</td>
<td>0.00</td>
<td>19,320.00</td>
<td>13,801.00</td>
<td>13,301.00</td>
</tr>
<tr>
<td>Base</td>
<td>6,801.00</td>
<td>0.00</td>
<td>7,301.00</td>
<td>6,801.00</td>
<td>6,301.00</td>
</tr>
<tr>
<td>LCFF</td>
<td>7,000.00</td>
<td>0.00</td>
<td>12,019.00</td>
<td>7,000.00</td>
<td>7,000.00</td>
</tr>
</tbody>
</table>