

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	El Nido Elementary School District		
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2017-20 Plan Summary

THE STORY

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

El Nido Elementary School District is a small one school district located in Merced County. El Nido is a Transitional Kindergarten through Eighth (8th) grade school. El Nido School maintains a healthy relationship with the community. The district serves approximately 165 students with a high percentage of English Learner (EL) and Low Income (LI) student populations of approximately 9 out of 10 students. Currently, no Foster Youth (FY) are enrolled in the district. El Nido has a warm, caring staff that ensures student success. One person serves the duties of Superintendent and Principal.

El Nido maintains an active After School Program (ASES). ASES offers a variety of club type classes for all grades integrating these club activities with California Common Core State Standards (CCCSS). Many certificated staff remain after school to utilize this time for collaboration with after school staff to ensure a fluid transition between regular school and after school instruction. ASES is included in this plan as it was evident from the stakeholder meetings that services outside the regular school day continue to be a priority.

El Nido benefits from Merced County Mental Health by having 1 home liaison working from the school site connecting and promoting healthy lifestyle and choices for all our students and their families. El Nido Elementary School works closely with this liaison to ensure an open and ongoing dialogue regarding support for families and students between home and school.

Parents are encouraged to become actively involved in the education process. Parents volunteer in the classrooms, help with special events, serve on the School Site Council (SSC) and District English Language Advisory Committee (DELAC), Parent Teacher Club (PTC), and perform other countless acts of service making the school the center of the community.

El Nido Elementary School District does not have a high school. The following metrics are not part of the LCAP:

1. Share of students that are college and career ready (graduation rate and graduates completing US/CSU required courses);
2. Share of students that pass the AP exams with a 3 or higher;
3. Share of students determined to be prepared for college by the EAP;
4. High school dropout rates; and
5. High school graduations rates.

LCAP HIGHLIGHTS

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

This LCAP reflects the district's priority to ensure 21st Century Learning for our students. Technology, Next Generation Science Standards (NGSS), and project based learning continue to be a priority for El Nido.

Teacher professional development is focused around technology, NGSS, writing, and project based learning. El Nido has always maintained that focusing on the whole child creates an environment where adults and students grow and learn from each other thus supporting the teacher as the facilitator of student learning and an environment where the students drive the learning process.

El Nido struggles in the transportation department with busing and securing fully authorized bus drivers. There is currently only one bus and one bus driver. El Nido has two transportation routes needed for the families. El Nido is committed to purchasing another bus and will continue to look for qualified bus drivers.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

El Nido is proud that even though we are a small rural school, student discipline remains low. On the California Dashboard, El Nido has a green score for suspension rates. El Nido strongly believes that students belong at school and not at home so the staff and students support positive leadership and decision making skills that allow everyone to stay focused on a safe and positive learning environment. The Leader in Me program assists in supporting students in continuing to make positive choices.

El Nido is a small rural community where access to wifi and technology wasn't available just a few years ago. We are proud to say that the entire school has wifi and has a tower which makes access for our students as strong as any large district. We are also proud that approximately 68% of our students have 1:1 chrome-books. El Nido will be expanding 1:1 chrome-book access for next year to include more grade levels for 1:1 capacity.

With approximately 88% of El Nido's student population qualifying for unduplicated counts, focusing on technology and project based learning increases access and learning for 21st Century skills that they will need to successfully complete high school and move towards college and career.

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

GREATEST NEEDS

El Nido struggles with CAASPP Math score which were Orange on the California Dashboard showing an area of need. El Nido adopted an updated state approved mathematics program and last year was the first full year implementing this program. The students are still making the transition from the old program which was aligned with outdated state standards to the new common core state standards program. Staff professional development is included to assist the staff transition to the new program as well.

El Nido English Learner Progress indicator was Orange on the California Dashboard showing an area of need. El Nido has over 50% English Learner student population. El Nido has adopted an updated state approved English Language Arts/English Learner Development program this year. English Language Development is now integrated within the English Language Arts program which is very different from the old English Language Development program.

Teachers participated in professional development on the new ELA/ELD program as well as English Learner Standards and strategies integrating both sets of standards. Staff will continue professional development focused on English Learner Progress.

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

PERFORMANCE GAPS

According to the California Dashboard, El Nido has no major data gaps.

However, El Nido has minor gaps that will be addressed in the LCAP to ensure that in the future our gaps do not increase. Although El Nido's Hispanic subgroup maintained in Math and increased in ELA, the White subgroup has a significant decrease in both Math and ELA. Extra attention will be placed to increase scores with our White subgroup while not ignoring the Hispanic subgroup.

INCREASED OR IMPROVED SERVICES

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

- Administration will continue to personally meet with all low-income, English Learners, and foster youth students individually to support and ensure student growth multiple times per year.
- The district will renew contracts with computerized differentiated instruction programs for use in the computer lab and chrome-books to ensure added support for low-income, English learners, and foster youth.
- Thirty minutes each day will be built into the master schedule for ELD and small group differentiated instruction.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,253,888

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

\$399,000

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

El Nido Elementary School District budgets most of monies towards salaries and benefits; deferred maintenance and facilities; and books and supplies. The Board of Trustees believes that children learn best when they are in a single grade class and not combo classes. So, even though we are a small rural school, El Nido is committed to continuing excellence through staffing one teacher per grade level and supplying students with project based learning and supplies.

El Nido is also committed to continuing the ASES program to support extended learning and enrichment opportunities for the students. The district is also committed to maintenance, facilities, and a healthy nutrition program for all students.

Since El Nido is a small district, the Board of Trustees makes it a priority to ensure the district reserves are higher than the board approved 7%.

\$1,657,475

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	1. Engage and support parents and families to actively promote and support the educational process and academic expectancies for all children.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 52% of parents will return the parent survey (using 2015-2016 as a baseline 50%)
2. 100% of families will be sent communication informing them of all opportunities to participate in district/school activities
3. Parent surveys will show an 11% increase from base year 2014-2015 in parent participation, satisfaction, and ability to assist their children with homework.

ACTUAL

1. 55% of parents returned the parent survey (2015-2016 baseline of 50%).
2. 100% of families were sent communication informing them of all opportunities to participate in district/school activities.
3. Parent surveys showed a 2% increase from base year 2014-2015 in parent participation, satisfaction, and ability to assist their children with homework with 79% of parents approving and participating in school activities. Parents still struggle with volunteering in the classroom.

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 **1.1**

Actions/Services	PLANNED 1.1 Offer parenting classes such as PIQE to assist families with identified needs from Year (2015-2016) survey	ACTUAL 1.1 Parenting classes were not offered this year.
Expenditures	BUDGETED \$10,000 Concentration/Supplemental	ESTIMATED ACTUAL 0

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 **1.2**

Actions/Services	PLANNED 1.2 Maintain parent outreach through parent/family socials.	ACTUAL 1.2 Parents/families participated in Mother's Day Tea in Transitional and Kindergarten class. Parent Teacher Club hosted a movie night on campus.
Expenditures	BUDGETED \$1,000 Concentration/Supplemental	ESTIMATED ACTUAL \$304.25 Concentration/Supplemental, Supplies

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 **1.3**

Actions/Services	PLANNED 1.3 Maintain library reading program for families	ACTUAL 1.3 Library Reading Program for families was open for Back to School Night and Open House night.
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Expenditures

BUDGETED
\$2,000 Concentration/Supplemental

ESTIMATED ACTUAL
\$232.20 Concentration/Supplemental, Salaries/Benefits

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Parenting classes were not offered during the school year but El Nido district is currently working with Merced Mental Health and is offering ESL parent classes this summer beginning June, 2017. Although surveys and meetings with parents show they feel welcomed by the school, sign-in sheets still show there is a lack of attendance to formalized meetings.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Although parents are often on site for a variety of reasons, El Nido still struggles with parent involvement with structured socials and meetings. Many of our families eat breakfast with their children at school and attend/chaperone field trips but tend to be absent from community forums.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Due to the fact that parenting classes (\$10,000) were not offered, most of these funds were redirected to support the technology program.</p>
<p>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.</p>	<p>El Nido will continue to encourage parent participation in meetings and continue to educate parents that these "official" meetings are a supportive process of involvement for parents to support the education of their children.</p> <p>Goal 1 and Goal 3 will be combined and rewritten for the 2017-2018 3 year LCAP.</p>

Goal 2

2. Engage and prepare all students to be high school, college, and career ready.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Scores from CAASPP 2015-2016 and local assessments will drive instruction in year 2016-2017.

1. Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by 2% from the 2014-2015 base year results in ELA and Math
2. The Annual Measureable Achievement Objective (AMAO) growth targets will be met and the reclassification rates for Limited English Proficient student who are re-designated as Fluent English Proficient will increase by 1%
3. 100% of all 8th graders will move with all credits to 9th grade
4. DWA scores will improve by 3% from base year 2014-2015
5. All teachers will be highly qualified and properly assigned
6. Implement CCSS and all students will have access to state and board approved instructional materials.

ACTUAL

1. CAASPP overall scores for ELA increased by 1% and scores for math decreased by 4% for students who Met and/or exceeded standard proficiency.

2. El Nido is part of Merced/Mariposa County Consortium. For English Learner students making annual progress, El Nido grew from 2014-2015 of 60.2% to 71.3% making progress in 2015-2016. El Nido also grew from 22.1% (2014-2015) less than 5 years attaining English Proficiency to 29.7% (2015-2016). El Nido grew again with students attaining English Proficiency with more than 5 years from 59.5% (2014-2015) to 77.8% (2015-2016).

El Nido re-designated rate doubled from school year 2015-2016 at 6 students to 12 students school year 2016-2017.

3. 100% of all 8th graders moved to 9th grade with all credits.

7. All students will receive access to required courses of study as indicated on the Master Schedule.

4. DWA scores improved by 18%.

5. All teachers and instructional aides are highly qualified and properly assigned.

6. California Common Core State Standards have been fully implemented with board adopted instructional materials in English-Language Arts and Mathematics.

7. All students have access to required courses of study as indicated on the master schedule.

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 **2.1**

Actions/Services	PLANNED 2.1 Adopt English Language Arts/English Language Development Program	ACTUAL 2.1 English Language Arts/English Language Development Program was adopted by the board.
Expenditures	BUDGETED \$45,000 Base/Lottery	ESTIMATED ACTUAL \$49,996.00 Base (44,996.00)/Lottery (\$5,000.00), Instructional Materials

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 **2.2**

Actions/Services	PLANNED 2.2 Full implementation of adopted-aligned mathematics curriculum	ACTUAL 2.2 Adopted-aligned mathematics curriculum is fully adopted.
	BUDGETED Cost paid in 2014-2015 for 8 year program	ESTIMATED ACTUAL 0

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 **2.3**

Actions/Services	PLANNED 2.3 ELA and Mathematics classes/tutoring will continue to be offered after-school for 1 hour for students who are below grade level, English Learner, Foster Youth, and Low Income.	ACTUAL 2.3 Mathematics classes/tutoring continued but was built within the master schedule and Standards Plus Curriculum was used.
	BUDGETED \$10,000 Concentration/Supplemental	ESTIMATED ACTUAL \$17,920.50, Concentration/Supplemental, Instructional Materials, Salaries/Benefits

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 **2.4**

Actions/Services	PLANNED 2.4 Lease 1:1 devices for selected grade levels.	ACTUAL 2.4 115 Chrome-books are being leased with grades 6-8 having 1:1 and grades 3-5 sharing a cart.
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$15,000 Concentration/Supplemental	\$13,339.25 Concentration/Supplemental, General Fund

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 **2.5**

Actions/Services	PLANNED	ACTUAL
	2.5 Maintain a master schedule which includes all required courses of study and all students are properly enrolled.	2.5 El Nido master schedule includes all required courses and all students are properly enrolled.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	No expense	No expense

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 **2.6**

Actions/Services	PLANNED	ACTUAL
	2.6 Administration will continue to meet with Low Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester.	2.6 Administration met with Low Income, English Learner, and Re-designated Fluent English Proficient groups each trimester. Currently, no Foster Youth are enrolled in the district
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$4,000 Concentration/Supplemental	\$6,720.00 Concentration/Supplemental, Salaries/Benefits

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 **2.7**

Actions/Services	PLANNED 2.7 Ensure that foster youth have a folder assigned to them that contains a personal writing journal.	ACTUAL 2.7 Currently, there are no Foster Youth enrolled in the district. El Nido maintains the supplies in the office for the personal writing journal when Foster Youth enroll.
Expenditures	BUDGETED \$2,000 Concentration/Supplemental	ESTIMATED ACTUAL 0

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.	El Nido has newly adopted state aligned Mathematics and English Language Arts/English Language Development programs. Grades sixth through eighth are utilizing 1:1 technology with every student having access to a chrome-book. Teachers are still attending professional development around the newly adopted programs and bridging the gap between traditional and 21 st century skills teaching and learning.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The student’s math scores decreased significantly which shows the transition between an old text book based on old standards and teaching to a new adoption aligned with California Common Core State Standards with more problem solving. Professional Development for staff will continue around the new curriculum, 1:1 technology, and instructional strategies.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures match closely with the estimated actual expenditures, except for action 2.3 where Standards Plus curriculum was used for tutoring.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There are only changes to the actions and services for this goal. Actions and services are adjusted to show an emphasis on technology in the classroom, integrated ELD curriculum, NGSS project based learning, and tutoring for English Learners, Foster Youth, Low-Income and below grade level students.

Goal	3. Maintain a positive, safe, and welcoming school environment where students and staff support each other for life-long learning and success.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Surveys to parents, staff, and students will maintain 90% or more stakeholders being satisfied with positive school climate from base year 2014-2015.
2. School suspension and expulsion rates will decrease by 1% from base year 2014-2015.
3. Maintain zero middle school dropout rates.
4. Increase attendance rates by .5%.
5. Decrease chronic absenteeism rates by .5%.
6. El Nido is a TK-8 grade school. High School dropout and graduation rates do not apply.
7. School will maintain a score of "Good" on the FIT, facility inspection tool.

ACTUAL

1. Surveys to parents, staff, and students maintained 90% being satisfied with positive school climate.
2. El Nido School had 2 suspensions 2014-2015, 6 suspensions 2015-2016, and 2 suspensions 2016-2017. A decrease of 67% from previous years' suspensions.
- 2(B). El Nido maintained a zero expulsion rate.
3. El Nido has maintained zero middle school dropout rates.
4. El Nido attendance rates decreased by 1.15% due to some extraordinary circumstances. A family was in a car accident with one student passing away and 2 siblings being absent long-term for hospitalization. This also impacted the chronic absenteeism rates, see below.
5. Chronic absenteeism rates were 6% for all students 9 families with multiple siblings impacted this rate. One family with multiple siblings were in a car accident and the school worked very closely with the hospital in reintroducing the students back to school near the end of the year.

	<p>6. El Nido is a TK-8 grade school. High School dropout and graduation rates do not apply.</p> <p>7. School maintained a score of “Good” on the FIT, facility inspection tool.</p>

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 **3.1**

	PLANNED	ACTUAL
Actions/Services	3.1 Trained custodians will use FIT to improve weekly/monthly repairs and services.	3.1 The previous custodian retired at the end of school year 2015-2016. School hired a custodian and he was trained properly to improve weekly/monthly repairs and services under the direction of the Director of Support Services.
Expenditures	BUDGETED \$1,000 Base	ESTIMATED ACTUAL \$1,000.00 Base/Facilities

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 **3.2**

Actions/Services	PLANNED 3.2 Provide professional development for classified staff in leadership program for students.	ACTUAL 3.2 Classified staff were given the book "Leader in Me" and received direct support from the Superintendent/Principal in ways to support a leadership program for students.
	BUDGETED \$2,000 Base	ESTIMATED ACTUAL \$4,039.00 Concentration/Supplemental, Salaries/Benefits

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 **3.3**

Actions/Services	PLANNED 3.3 Administration and Merced Mental Health Liaison will research group conflict resolution program	ACTUAL 3.3 Merced Mental Health hired a new home liaison mid-year, 2016-2017 to work on-site with students and families. This year was spent learning the El Nido community and working with staff and administration working through student conflict and supporting emotional growth.
	BUDGETED \$2,000 Base	ESTIMATED ACTUAL \$2,560.00 Concentration/Supplemental, Salaries/Benefits

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.	El Nido works closely with Merced County Mental Health with the Healthy Communities grant for Merced Mental Health to supply a Community Development Partner. Midyear this person came on and is now representing El Nido and the community. Currently, ESL classes are being offered through the summer. Ongoing repairs and training continues for the custodians as it is a priority for El Nido to maintain a safe and healthy learning environment for staff and students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Leader in Me program is gaining momentum and staff work closely with students to continue to create new opportunities for students to become strong leaders of all ages. The actions and services for this goal were effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted Expenditures and Estimated Actual Expenditures are closely aligned. There is a small difference in the budgeted expenditure for my time and salary working with the Merced Mental Health Community Development Partner and working with classified staff implementing the Leader in Me program on site.
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.	As stated previously, Goal 1 and Goal 3 will be combined and rewritten for the 2017-2018 3 year LCAP.

**Goal
4**

4. Strengthen staff's ability to provide a quality educational program, who are committed to learning and modeling 21st century skills.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. District teachers will maintain 100% Highly Qualified Teachers
- 2. 100% of teachers and classified staff will participate in Common Core Professional Learning for Writing and will demonstrate 100% implementation of Writing by Design Program
- 3. 100% of teachers will participate in Common Core district adopted curriculum and standards professional development on ELA/ELD, Math, and English Language Development.

ACTUAL

- 1. District teachers maintained 100% Highly Qualified status.
- 2. 100% of Teachers and classified staff collaborated and fully integrated the Writing by Design program.
- 3. 100% of teacher participated in Common Core district adopted and aligned curriculum around the new ELA/ELD program occurred at a mandatory professional development day in January 2017. Teacher’s also attended an optional professional development day around technology and English Language Development Standards.

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 **4.1**

Actions/Services

PLANNED

4.1 All staff will continue to meet to review and discuss student data with an increase of DWA scores of 2% from Y1, 2015-2016

ACTUAL

4.1 All staff met multiple times to score and review student data with a focus on an increase of scores on the DWA spring 2017 of 18%.

Expenditures	BUDGETED \$40,000 Base	ESTIMATED ACTUAL \$5,400.00 Base \$39,600.00 Concentration/Supplemental, Salaries/Benefits

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 **4.2**

Actions/Services	PLANNED 4.2 Professional development for grade levels with 1:1 devices on strategies for integrating technology in the classroom.	ACTUAL 4.2 Grades 6-8 had professional development January 2017 on ways to effectively integrate technology and educational websites into daily instruction to support student learning and the newly adopted McGraw-Hill StudySync ELA/ELD program.
Expenditures	BUDGETED \$3,000 Concentration/Supplemental	ESTIMATED ACTUAL \$2,104.00 Concentration/Supplemental, Salaries/Benefits

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 **4.3**

Actions/Services	PLANNED 4.3 Continued professional development for all teachers on English Language Development Standards and best practices.	ACTUAL 4.3 Staff had professional development from Merced County Office of Education for English Language Development Standards and best practices, integrating standards with the newly adopted ELA/ELD program.
Expenditures	BUDGETED \$5,000 Concentration/Supplemental	ESTIMATED ACTUAL \$5,968.00 Concentration/Supplemental, Salaries/Benefits

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.

Professional development is a priority for El Nido. Staff time to collaborate and focus strategies for the subgroups is also a priority for El Nido. All actions/services that were planned were effective with growth in the student's DWA scores and CAASPP scores for ELA. El Nido continues to focus on math as the CAASPP scores on the California Dashboard shows we still struggle. Professional development will continue for math strategies aligned to the math curriculum.

Technology will continue as a focus as staff and administration move into the second year of chrome-books.

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

DWA scores increased by 18% this year and the team believes these actions/services are an effective way to continue to teach 21st century skill to both staff and students.

Staff will continue to bridge the gap between curriculum and scores for the mathematics program with an emphasis on English Learner students while maintaining focus on the white subgroup to decrease their gap on the CAASPP and local measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures and Estimated Actual Expenditures were closely aligned with best figures of averages of cost and time spent for staff to strengthen their ability to teach a quality educational program inclusive of 21st century learning.

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.

Staff will continue to collaborate and attend professional development to hone their craft and increase their knowledge of English Learner Standards and integrating technology in the classroom with board/state adopted curriculum.

Staff will continue to focus on writing and the mathematic curriculum and instruction.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

El Nido has a culture of ongoing collaboration with the Parent-Teacher Club (PTC) and Merced Mental Health. These ongoing conversations are included in this plan. Staff meetings are the first and third Tuesdays of every month. At these meetings, staff and administration review, discuss, and collaborate on the progress of the California Common Core State Standards, Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP). Teachers meet the second Tuesday of every month to collaborate on data and best practices. El Nido Elementary School District has a signed Memorandum of Understanding (MOU) with the El Nido Teacher Association (ENTA) that states all parties will continue to work together to move forward with the LCAP.

PTC is an active organization, which meet on a monthly basis. The PTC actively supports the district through ongoing fundraising and uses those moneys to support various academic and social activities throughout the year. Their input is invaluable to the day to day processes of this school.

El Nido has a new Community Development Partner located onsite from the Merced County Mental Health Services Department. This person works directly with our community and students to bring Behavioral Health and Recovery Services to our families. These services are provided through a Mental-Health Services Act – Strengthening Families Grant awarded to Merced County Social Services.

Surveys - Spring 2017

Parents – March 2017

Staff – March 2017

Students (3rd-8th) – March 2017

Staff Meetings

First and second Tuesdays every month

Third Tuesday every month – grade group meetings (K-2, 3-5, and 6-8)

El Nido Teacher's Association Meeting

May 2017

Community Forums

November 2016

March 2017

April 2017

Parent Advisory Committees and English Learner Advisory Committee

November 2016

School Site Council and DELAC

Adoption – May 25, 2017

Board Meeting

August 2016

September 2016

December 2016

March 2017

May 2017

Public comment was available to all stakeholders at the board meetings.

Date of Board Meeting Public Comment

June 13, 2017

Date of Board Approval:

June 27, 2017

*All communication with stakeholders was in English and Spanish.

IMPACT ON LCAP AND ANNUAL UPDATE

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

This Local Control Accountability Plan (LCAP) was developed with a collaborative culture and all stakeholders had multiple opportunities for input. All meetings with the stakeholders maintained an open dialogue in English and Spanish where all ideas and suggestions were validated and given the opportunity for discussion by all participants. From these meetings, LCAP goals and actions were combined and/or updated. This plan is developed around the needs of all the students enrolled but with specific focus on English Language Learners, Foster Youth, and Low-Income students as these subgroups make up almost 88% of the total population.

Survey Impact

Surveys confirm that many of the actions are still needed such as tutoring and extra support for students who are English Learners and below grade level. Maintenance of facilities and transportation continues to be an area of concern. They also confirm that students continue to feel happy and safe at school.

ENTA and Staff Meetings

Staff and ENTA have added NGSS project based learning moving forward in the next 3 years and a continued focus on staff development on curriculum, technology, and English Learner Standards. They also suggested continued focus on cross curricular writing.

Community Input (English Learner Advisory, DELAC, and School Site Council)

Community requested the path be maintained for easy access through the field to ensure safe and dry path to school from the mobile home park to school. Also, the continued support of English Learner, Low-Income, and below grade level students for tutoring/differentiated instruction built into the master schedule.

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.

X New Modified Unchanged

Goal 1

1. Maintain a positive, safe, and welcoming school environment where parents, staff, and students support each other for life-long learning and success.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Parents, staff, and students need a positive learning environment focused around the whole child. El Nido School strives to maintain a welcoming and safe environment for families to visit and be part of the learning process of their children.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Act - Facilities	Rating of "Good"	Maintain rating of "Good"	Maintain rating of "Good"	Maintain rating of "Good"
Efforts to seek parent input – meetings and surveys	Total parent surveys returned – baseline 50%	Total surveys returned 51%	Total surveys returned 52%	Total surveys returned 53%
100% of families will be sent communication (phone calls and	1. Maintain 100% communication 2. Meet with English Learner parents 2 times	1. Maintain 100% communication 2. Meet with English Learner parents 2 times per	1. Maintain 100% communication 2. Meet with English Learner parents 2 times per	1. Maintain 100% communication 2. Meet with English Learner parents 2 times per year with

parent letters, etc.) informing them of opportunities to participate in district/school activities and meetings regarding all decision making processes including the LCAP, IEPs, and conferencing.	per year with 5% families represented by sign-in sheets.	year with 5.5% families represented by sign-in sheets.	year with 6% families represented by sign-in sheets.	6.5% families represented by sign-in sheets.
Attendance rates	97% baseline	97.10%	97.20%	97.30
Chronic absenteeism	6% 2016-2017 base year	Decrease by .05% from base year	Decrease by 1% from base year	Decrease by 1.5% from base year
Suspension rates	2 suspensions, 2016-2017	Maintain 2 suspensions or less	Maintain 2 suspensions or less	Maintain 2 suspensions or less
Expulsion rates	Zero expulsion rate 2016-2017	Maintain zero expulsions	Maintain zero expulsions	Maintain zero expulsions
Middle school dropout rates	Zero middle school dropout rate	Maintain zero middle school dropout rate	Maintain zero middle school dropout rate	Maintain zero middle school dropout rate
High school graduation rates	Do Not Apply in TK-8 schools	Do Not Apply in TK-8 schools	Do Not Apply in TK-8 schools	Do Not Apply in TK-8 schools

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 **1.1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain parent outreach through parent/family socials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000.00	Amount:	Amount:
Source: Concentration/Supplemental	Source:	Source:
Budget Reference: General Fund, Salaries/Benefits	Budget Reference:	Budget Reference:

Action **1.2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Research the cost of a small bus.	Purchase a small bus	Maintain transportation department for home to school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000.00	Amount \$150,000.00	Amount \$90,000.00
Source Base \$600 Concentration/Supplemental \$4,400	Source Base \$18,000 Concentration/Supplemental \$132,000	Source Base \$10,800 Concentration/Supplemental \$79,200
Budget Reference General Fund - Transportation	Budget Reference General Fund- Transportation	Budget Reference General Fund- Transportation

Action **1.3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain parent pathway through the field.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,000	Amount	Amount
Source Supplemental/Concentration	Source	Source
Budget Reference Facilities, Salaries/Benefits	Budget Reference	Budget Reference

New ModifiedX Unchanged

Goal 2

2. Engage and prepare all students to be high school, college, and career ready.

State and/or Local Priorities Addressed by this goal:

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

LOCAL _____

Identified Need

Students need differentiated instruction and support systems both during and outside the regular school day based on parent meetings and surveys.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Common Core State Standards Instructional Materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials	100% students have access to all adopted and aligned instructional materials
CAASPP ELA scores	2014-2015 proficiency of 31%	Student proficiency will increase by 2%.	Student proficiency will increase by 3%.	Student proficiency will increase by 4%.
CAASPP Math scores	2014-2015 proficiency of 27%	Student proficiency will increase by 2%.	Student proficiency will increase by 3%.	Student proficiency will increase by 4%.
High school readiness	100% of all 8 th graders will move with all credits to 9 th grade	100% of all 8 th graders will move with all credits to 9 th grade	100% of all 8 th graders will move with all credits to 9 th grade	100% of all 8 th graders will move with all credits to 9 th grade
English Language proficiency	1. Annual Progress – 2014-2015 baseline 60.2% 2. Attaining English Proficiency less than 5	1. Increase by 4% from base year. 2. Increase by 4% from base year.	1. Increase by 5% from base year. 2. Increase by 5% from base year.	1. Increase by 6% from base year. 2. Increase by 6% from base year.

	years – 2014-2015 baseline 22.1% 3. Attaining English Proficiency more than 5 years 2014-2015 baseline 59.5%	3. Increase by 4% from base year.	3. Increase by 5% from base year.	3. Increase by 6% from base year.
Access to broad course of study	100% of students have access to required courses of study as indicated on the Master Schedule.	100% of students have access to required courses of study as indicated on the Master Schedule.	100% of students have access to required courses of study as indicated on the Master Schedule.	100% of students have access to required courses of study as indicated on the Master Schedule.
Implement a broad course of study	100% of students have access to a required broad course of study	100% of students have access to a required broad course of study	100% of students have access to a required broad course of study	100% of students have access to a required broad course of study
Other Outcomes	DWA overall rubric score of 2.60, 2016-2017 base year	DWA scores will increase by 3% from base year, 2016-2017	DWA scores will increase by 3.5% from base year, 2016-2017	DWA scores will increase by 4% from base year, 2016-2017

Action 2.1

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged
Full implementation of the new English Language Arts/English Learner Program with an increase in DWA scores.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$144,000. 2. 8-year program paid in 2015-2016	Amount 	Amount
Source 1. Base 2. Base/Lottery	Source 	Source
Budget Reference 1. Salaries/Benefits 2. Instructional Materials	Budget Reference 	Budget Reference

Action **2.2**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged
Expand the 1:1 devices for selected elementary grade levels	Maintain 1:1 devices for selected elementary grade levels	

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$20,000	Amount: \$20,000	Amount: \$20,000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Instructional Materials	Budget Reference: Instructional Materials	Budget Reference: Instructional Materials

Action **2.3**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
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X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement Next Generation Science Standards (NGSS) project-based learning in 40% of the classrooms.	Implement NGSS project-based learning in 50% of the classrooms.	Implement NGSS project-based learning in 60% of the classrooms.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,000	Amount: 5,000	Amount: 6,000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Books/Supplies	Budget Reference: Books/Supplies	Budget Reference: Books/Supplies

Action **2.4**

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

Students to be Served X All Students with Disabilities [Specific Student Group(s)] _____

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged

Maintain a master schedule which includes all required courses of study and all students are properly enrolled.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Expense	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **2.5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Full implementation of adopted and aligned mathematics curriculum.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$72,000 2. Cost paid in 2014-2015 for 8 year program	Amount	Amount
Source 1. Base 2. Base/Lottery	Source	Source
Budget Reference 1. Salaries/Benefits 2. Instructional Materials	Budget Reference	Budget Reference

Action 2.6

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Grade level Intervention tutoring will continue to be offered for students who are below grade level, with the priority to English Learner, Foster Youth,		

and Low-Income in Math and ELA/ELD using Standards Plus Curriculum and other materials.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1. \$72,000 2. \$8,000	Amount	Amount
Source 1. Concentration/Supplemental 2. Concentration/Supplemental	Source	Source
Budget Reference 1. Salaries/Benefits 2. Instructional Materials	Budget Reference	Budget Reference

Action **2.7**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged

Administration will continue to meet with Low-Income, English Learner, Foster Youth, and Re-designated Fluent English Proficient groups each trimester

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000	Amount:	Amount:
Source: Concentration/Supplemental	Source:	Source:
Budget Reference: Salaries/Benefits	Budget Reference:	Budget Reference:

New Modified Unchanged

Goal 3

3. Strengthen staff's ability to provide an exceptional educational program, who are committed learning and modeling 21st century skills.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

El Nido School District is focused on professional development for all staff to ensure proper knowledge and preparation to support students' in life-long learning and success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Appropriate teacher assignment and highly qualified teachers	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.	District teachers will maintain 100% Highly Qualified Teachers.
Curriculum, Common Core, and English Learner Standards	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development	100% of teachers will participate in Common Core district adopted curriculum and standards professional development

Action **3.1**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged

Professional development for grade levels with new 1:1 devices on strategies for integrating technology in the classroom with an emphasis in English Language Development strategies.

Continue professional development for utilizing technology in the classroom with an emphasis in English Language Development strategies.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$6,000.00 2. \$3,000.00	Amount 1. \$6,000.00 2. \$3,000.00	Amount
Source	Concentration/Supplemental	Source Concentration/Supplemental	Source
Budget Reference	1. Salaries/Benefits 2. General Fund	Budget Reference 1. Salaries/Benefits 2. General Fund	Budget Reference

Action **3.2**

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

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

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

OR

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

Students to be Served X English Learners X Foster Youth X Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged

Teachers will continue to meet with grade level groups once a month to review student data and then plan strategies to assist English Learner students, Foster Care students, and low-income students who are below grade level.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000.00	Amount:	Amount:
Source: Supplemental/Concentration	Source:	Source:
Budget Reference: Salaries/Benefits	Budget Reference:	Budget Reference:

Action **3.3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Teachers will meet to review and discuss the writing component to the new ELA/ELD curriculum and plan instruction for an increase of DWA scores from prior year scores. See Goal

Teachers will meet to review and discuss the writing component to the new ELA/ELD curriculum and plan instruction for an increase of DWA scores from prior year scores.

Teachers will meet to review and discuss the writing component to the new ELA/ELD curriculum and plan instruction for an increase of DWA scores from prior year scores.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. \$5,400.00 2. \$39,600.00		
Source	1. Base 2. Concentration/Supplemental		
Budget Reference	Salaries/Benefits		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 245,035	<u>Percentage to Increase or Improve Services:</u>	18.48%
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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](#)).

El Nido Elementary School District is a small rural district of approximately 165 students. El Nido has an unduplicated percentage of approximately 88% which means approximately 9 out of 10 students are students in need. The basic instructional program is built around all students but with an emphasis/focus on the English Learner, Foster Youth, and Low-Income populations. Much of the budget is spent school-wide since our student population has such a high percentage of unduplicated counts.

The technology program, instructional strategies, and differentiation are focused on the subgroups and below grade level students. Concentration/Supplemental monies are spent on staff and staff professional development to ensure high knowledge of curriculum, standards, and instructional strategies which are focused around English Learner Standards and adopted curriculum.

Research indicates that by providing ongoing professional development on standards, providing interventions for students, and maintaining a welcoming and safe school environment (facilities) are an effective use of school funds to meet students' academic and social needs because it will increase student performance in all academic courses, enhance staff's knowledge to support classroom instruction, and provide a safe learning environment for students, parents, and staff.

Therefore, the El Nido Elementary School District is allocating funds for the following actions/services school-wide, but with a clear emphasis on English Learner, Foster Youth, and Low-Income populations.

- Administration will meet with all English Learners, Low-Income, Foster Youth, and Re-designated English Learners multiple times per trimester both formally and informally.
- Staff development will focus on utilizing technology in the classroom using Google Apps for Education and 1:1 instruction.
- Professional development in the new mathematics, ELA/ELD, and writing curriculums with increased professional development around imbedded ELD programs.
- Increased differentiated/tutoring instruction for English Learners and below grade level students using Common Core aligned curriculum.
- District will expand the leasing of chrome-books to increase access to technology.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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