

# 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)

LEA Name

Willits Elementary Charter School

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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

Willits Elementary Charter School (WECS) is a small, rural school in Northern California that serves kinder-5th grade students. WECS emphasizes an inquiry-approach, Spanish language development, and the arts as well as a rigorous core academic program.

### LCAP Highlights

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

Students will make significant progress in Reading, Math (both defined by CCSS) and Spanish incorporating inquiry-based methods.

The school culture and physical environment will promote the WECS' mission and student achievement. WECS will continue to actively promote diversity among our staff and student body.

### Review of Performance

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

## Greatest Progress

Like all public school students in California, WECS 3rd-5th grade students participated in the SBAC in the spring of 2018. WECS students once again had strong CAASPP scores. More students met or exceeded standards than the state average, the average for Mendocino County, and WUSD schools.

We examined the percentage of students who met or exceeded standards compared to all schools throughout Mendocino County. For English-language arts, we tied for with another school for the highest percentage of students who met this goal. For math, we had the second highest percentages of students who met or exceeded the standard in Mendocino County.

Typically there is a large gap between the performance of economically disadvantaged students and students who are not economically disadvantaged. The state of California has reported extensively about this gap and actively seeks ways to address it. We are particularly pleased to report that our economically disadvantaged students seem to be thriving. In fact, for the second year in a row, we were named a California Honor Roll School for this narrow gap.

Examining mean scale scores for math and ELA between our economically disadvantage students and our student body as a whole showed a difference of ten points or less between the two groups, e.g. our 4th grade economically disadvantaged students mean scale score in math was 2479.7 compared to 2481 for our 4th graders as a whole.

In addition to standardized testing data, teachers use a wide variety of measures to gauge student involvement and achievement. These evaluations of student progress include review of portfolios, tests and quizzes, homework, discussions, class participation, journals, performances, research assignments, and presentations. Teachers cover the Common Core State Standards (CCSS) through curriculum and a multitude of student projects. Topics have included: local Native American communities, dwellings, simple machines, the life cycle, habitats, the U.S. states, and celebrations world-wide. Some of these projects are inspired by student discovery; other topics are introduced by teachers for students to explore. Teachers use samples of student work to create portfolios to track student progress and achievement. All students participate in the Willits Science Fair.

Part of our strategy to ensure academic excellence is through long school days. The chart below compares the number of State-required annual instructional minutes to the number of annual instructional minutes for students at WECS. By the end of fifth grade, WECS students will have completed the equivalent of more than an additional year of instruction, as compared to their same age peers attending traditional public schools.

### Comparison of Instructional Minutes

#### State WECS

Kindergarten 36,000 57,750

Grades 1-3 50,400 59,500

Grades 4-5 54,000 63,000

WECS students are also committed to giving back to the community. Each year, WECS students choose local charities to support. In the 2017-18 school year, students partnered with Willits Charter School and Tree of Life Charter school and donated \$4000 to the family of a student recovering from cancer. WECS students have collected over \$1200 through their walk-a-thon to contribute to the

Community Foundation Disaster Fund after the Mendocino Complex Fire. They also raised money and collected over 600 pounds of food for the Willits Community Services Food Bank.

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

**Greatest Needs**

WECS was not in the “Red,” “Orange,” or “not met” category for any overall performance category.

In general, we continue to focus on ways to provide even more support for our struggling students.

Because we are such a small school, we anticipate that we may oscillate between red/ orange and blue/ green performance categories. For example, for the 2014/2015 school year we were in the red for suspensions and we will likely be in the blue for 2015-2016 year as we had five and one suspensions respectively. This small difference of 4 suspensions never-the-less had a significant impact on our percentages and the Dashboard.

Similarly, our math scores in 2014-2015 were among the highest in the county; in 2015-2016 our math scores were also strong, but because we test such a small number of students, the drop in scores was significant. This exaggerated sense of change will hopefully even out as the state collects more data.

These indicators also tend to reward schools that have high levels of parent education and income levels and penalize schools such as those throughout Mendocino county.

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

**Performance Gaps**

N/A

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

## **Support for Identified Schools**

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

## **Monitoring and Evaluating Effectiveness**

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

Students will make significant progress in Reading, Math (both defined by CCSS) and Spanish incorporating inquiry-based methods. The school culture and physical environment will promote this student achievement as will WECS continued promote diversity among our staff and student body.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

MAP scores

**18-19**

85%

### Baseline

Overall percentage met or exceeded

### Metric/Indicator

CAASPP

**18-19**

Average CAASPP scores shall meet or exceed local district scores

Actual

Northwest Evaluation Association Achievement Status and Growth Summary Report, 2017- 2018 Grade 3 Grade 4

Overall % of Projected Growth Met, Reading 115% 110%

Overall % of Projected Growth Met, Mathematics 136% 95%

Like all public school students in California, WECS 3rd-5th grade students participated in the SBAC in the spring of 2018. WECS students once again had strong CAASPP scores. More students met or exceeded standards than the state average, the average for Mendocino County, and WUSD schools.

## Expected

### Baseline

Average CAASPP scores shall meet or exceed local district scores

### Metric/Indicator

Attendance

**18-19**

93% or above

### Baseline

percentages

### Metric/Indicator

Suspension rate

**18-19**

2% or below

### Baseline

percentages

### Metric/Indicator

Absenteeism

**18-19**

Reduce by at least 1%

## Actual

We examined the percentage of students who met or exceeded standards compared to all schools throughout Mendocino County. For English-language arts, we tied for with another school for the highest percentage of students who met this goal. For math, we had the second highest percentages of students who met or exceeded the standard in Mendocino County.

Typically there is a large gap between the performance of economically disadvantaged students and students who are not economically disadvantaged. The state of California has reported extensively about this gap and actively seeks ways to address it. We are particularly pleased to report that our economically disadvantaged students seem to be thriving. In fact, for the second year in a row, we were named a California Honor Roll School for this narrow gap.

Examining mean scale scores for math and ELA between our economically disadvantage students and our student body as a whole showed a difference of ten points or less between the two groups, e.g. our 4th grade economically disadvantaged students mean scale score in math was 2479.7 compared to 2481 for our 4th graders as a whole.

95.01%

0%

WECS chronic absenteeism rate for 2016-2017 was 18%; it dropped to 13.1% in 2017-2018. 2018-2019 data is not yet available.

Expected

Actual

**Baseline**  
percentages

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will make significant progress in Reading and Math.	Students made significant progress in Reading and Math	Teachers 1100/3000 0079 \$42,348	Teachers 1100/3000 0079 \$42348
		Supplies 4300 0079 \$3150	Supplies 4000-4999: Books And Supplies 0079 \$2200
		NWEA 4300 0079 \$1650	NWEA 4300 0079 \$1563

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will deeply understand and regularly use the inquiry process.	Students deeply understood and regularly use the inquiry process.	Teachers and Director 1100/2300/3000 0079 \$19,760	Teachers and Director 1100/2300/3000 0079 \$19,760
		Aides 2100/3000 0079/3010 \$59,400	Aides 2100/3000 0079/3010 59400
		Aides 2100/3000 0079/3010 \$16,600	Aides 2100/3000 0079/3010 16600
		Books 0079 \$4500	Books 4200 0079 \$1800
		5200 4035 \$2000	Conferences/workshops 5200 4035 \$500

	Note: See Estimated Actual Expenditures for Budgeted Expenditure descriptions.

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will make significant progress towards conversational fluency in Spanish.	Students made significant progress towards conversational fluency in Spanish.	1100/2300/3000 0079 \$48,140	Spanish instruction: teachers and director 1100/2300/3000 0079 \$48,140
		1100/2300/3000 0079 \$33,595	Spanish Instruction: Aides and Director 1100/2300/3000 0079 \$36,000

**Action 4**

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
The school culture and physical environment will promote the WECS' mission and student achievement. WECS will continue to actively promote diversity among our staff and student body.	The school culture and physical environment promotes the WECS' mission and student achievement. WECS continues to actively promote diversity among our staff and student body.	Parentsquare 4300 0079 \$1200	Parentsquare 4300 0079 \$1134
		Garden Coordinator 2100/3000 0079 \$11,790	Garden Coordinator 2100/3000 0079 \$11790
		Hispanic outreach 2100/3000 0079 \$1800	Hispanic outreach 2100/3000 0079 \$1800
		Director diversity: 2300/3000 0079 \$800	Director diversity: 2300/3000 0079 \$800
		Facebook and website 2100/3000 0000 \$1000	Facebook and website 2100/3000 0000 \$1000

## 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.

Students will make significant progress in Reading, Math (both defined by CCSS): WECS students continue to make excellent progress based on Reading A to Z, NWEA MAP, CAASPP, and other measures. WECS credits our robust RTI program for this success. WECS regularly wins awards for the performance of our socio-economically disadvantaged students. Because we are such a small school, there are limited defined subgroups.

Spanish:

Inquiry-based methods.

The school culture and physical environment will promote this student achievement as will WECS continued promote diversity among our staff and student body.

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

See above; WECS is its own LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. Aide time with LCFF funds was slightly higher than budgeted due to increased bi-lingual aides in the classroom

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

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

1. WECS staff meet weekly
2. WECS Director meets with parents daily, holds parent meetings
3. LCAP development and Site Council meeting Feb. 22, 2019.
4. Parent survey completed Summer 2018, sought input on LCAP goals.
6. Staff training, including reflection on LCAP goals held week of August 20, 2018, afternoon of Nov 1, 2018 and April 9, 2019.
7. Staff evaluations (frequent “real time” feedback and formal observations April 2018) and review of student data (September, February, June 2019) and ongoing.
8. Parent, Staff and Community Local Control Indicators Discussion Nov 6, 2018 at 4:15 p.m.
9. WECS Director discussed LCFF weekly with Business Manager, fall –present.
10. Pending--Draft of LCAP to CSAW board, before final approval by CSAW board.
- 11 Charter School Association of Willits board meeting: LCAP Discussion May 7, 2019 at 4:35 p.m. Open to the public.
12. Parent LCAP meeting / discussion May 29, 2019 at 4:30 p.m.

## Impact on LCAP and Annual Update

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

Staff, parent, and community feedback is a vital component of the LCAP planning process. An increase in aid and teacher time was the crucial element to implementing the requested additional supports and resources to further develop the goals outlined in our school's charter.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

Students will make significant progress in Reading, Math (both defined by CCSS) and Spanish incorporating inquiry-based methods. The school culture and physical environment will promote this student achievement as will WECS continued promote diversity among our staff and student body.

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

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                            Priority 2: State Standards (Conditions of Learning)  
                            Priority 3: Parental Involvement (Engagement)  
                            Priority 4: Pupil Achievement (Pupil Outcomes)  
                            Priority 5: Pupil Engagement (Engagement)  
                            Priority 6: School Climate (Engagement)  
                            Priority 7: Course Access (Conditions of Learning)  
                            Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MAP scores	Overall percentage met or exceeded	84%	85%	86%
CAASPP	Average CAASPP scores shall meet or	Average CAASPP scores shall meet or	Average CAASPP scores shall meet or	Average CAASPP scores shall meet or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	exceed local district scores	exceed local district scores	exceed local district scores	exceed local district scores
Attendance	percentages	93% or above	93% or above	93% or above
Suspension rate	percentages	2% or below	2% or below	2% or below
Absenteeism	percentages	Baseline year	Reduce by at least 1%	Reduce by at least 1%

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Students will make significant progress in Reading and Math.

## 2018-19 Actions/Services

Students will make significant progress in Reading and Math.

## 2019-20 Actions/Services

Students will make significant progress in Reading and Math.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37475	\$42,348	\$46923
Source	0079	0079	0079
Budget Reference	1100/3000 Teachers	1100/3000 Teachers	1100/3000 Teachers
Amount	\$7500	\$3150	\$1000
Source	0079	0079	0000
Budget Reference	4300 Supplies	4300 Supplies	4300 Supplies
Amount	\$1600	\$1650	\$1600
Source	0079	0079	0079
Budget Reference	4300 NWEA	4300 NWEA	4300 NWEA
Amount			\$73398
Source			0079/3010
Budget Reference			2100/3000 Classroom Aides

### Action 2

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

#### Students to be Served:

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

All

#### Location(s):

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

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Students will deeply understand and regularly use the inquiry process.

**2018-19 Actions/Services**

Students will deeply understand and regularly use the inquiry process.

**2019-20 Actions/Services**

Students will deeply understand and regularly use the inquiry process.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$27,000	\$19,760	\$34499
Source	0079	0079	0079
Budget Reference	1100/2300/3000 Teachers and Director	1100/2300/3000 Teachers and Director	1100/2300/3000 Teachers and Director
Amount	\$50,000	\$59,400	\$33835
Source	0079/3010	0079/3010	0079/3010
Budget Reference	2100/3000 Aides	2100/3000 Aides	2100/3000 Aides
Amount	\$28,000	\$16,600	
Source	0079/3010	0079/3010	
Budget Reference	2100/3000 Aides	2100/3000 Aides	



Amount	\$5000	\$4500	
Source	0079	0079	
Budget Reference	2100/3000 Outdoor Education	Books	
Amount	\$2500	\$2000	\$2000
Source	0079	4035	0079
Budget Reference	4200 Library Books	5200	4200 Reading support books
Amount	\$2000		\$6000
Source	4035/4126		0079
Budget Reference	5200 Professional Development		4300 Inquiry stations/Science kits

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Students will make significant progress towards conversational fluency in Spanish.

Students will make significant progress towards conversational fluency in Spanish.

Students will make significant progress towards conversational fluency in Spanish.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$48,140	\$18770
Source	0079	0079	0079
Budget Reference	1100/2300/3000	1100/2300/3000	1100/3000 Teachers instructing Spanish in classroom
Amount	\$16,000	\$33,595	\$34835
Source	0079	0079	0079
Budget Reference	1100/2300/3000	1100/2300/3000	2100/3000 Aides in classroom speaking Spanish
Amount			\$34796
Source			0000
Budget Reference			1100/3000 Teaching art in Spanish

## Action 4

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

The school culture and physical environment will promote the WECS' mission and student achievement. WECS will continue to actively promote diversity among our staff and student body.

### 2018-19 Actions/Services

The school culture and physical environment will promote the WECS' mission and student achievement. WECS will continue to actively promote diversity among our staff and student body.

### 2019-20 Actions/Services

The school culture and physical environment will promote the WECS' mission and student achievement. WECS will continue to actively promote diversity among our staff and student body.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1200	\$1200	\$1250
Source	0079	0079	0079
Budget Reference	4300 Parentsquare	4300 Parentsquare	4300 Parentsquare
Amount	\$12000	\$11,790	\$6398
Source	0079	0079	0079
Budget Reference	Playground	2100/3000 Garden Coordinator	2100/3000 Garden Coordinator
Amount	\$10800	\$1800	\$2000
Source	0079	0079	0079
Budget Reference	2100/3000 Garden Coordinator	2100/3000 Hispanic outreach	4300 Standing Desks and PE supplies
Amount	\$1800	\$800	\$1000
Source	0079	0079	0079
Budget Reference	2100/3000 Hispanic outreach	2300/3000 Director diversity:	2300/3000 Director diversity

Amount	\$800	\$1000	\$1000
Source	0079	0000	0000
Budget Reference	2300/3000 Director diversity:	2100/3000 Facebook and website	2100/3000 Facebook and website
Amount	\$1000		\$1800
Source	0000		0079
Budget Reference	2100/3000 Facebook and website		2100/3000 Hispanic outreach

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$203564

Percentage to Increase or Improve Services

18.62%

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).

All actions are on a school wide basis

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$184,758

Percentage to Increase or Improve Services

17.82%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For actions/ services 1, 2, and 3 in 2017-2018, WECS will increase aid and teacher hours to more fully differentiate instruction. Teachers and parents report and research demonstrates that these action are principally directed to and effective in meeting our goals for unduplicated pupils

For actions/ services 1, 2, 3 and 4 in 2017-2018, WECS will increase aid and teacher hours to more fully provide social and emotional support to struggling students. This will support student learning and also further the mission of our school. The newly appointed Family Support Coordinator will work closely with families to determine barriers to regular school attendance in an effort to reduce chronic absenteeism.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$\$192,180	19.34%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For actions/ services 1, 2, and 3 in 2017-2018, WECS will increase aid and teacher hours to more fully differentiate instruction. Teachers and parents report and research demonstrates that these action are principally directed to and effective in meeting our goals for unduplicated pupils

For actions/ services 1, 2, 3 and 4 in 2017-2018, WECS will increase aid and teacher hours to more fully provide social and emotional support to struggling students. This will support student learning and also further the mission of our school.

# 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](mailto:lcff@cde.ca.gov).*

## Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “High school dropout rate” shall be calculated as follows:

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

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

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

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

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

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	247,733.00	244,835.00	251,675.00	247,733.00	301,104.00	800,512.00
0000	1,000.00	1,000.00	1,000.00	1,000.00	36,796.00	38,796.00
0079	168,733.00	167,335.00	170,675.00	168,733.00	157,075.00	496,483.00
0079/3010	76,000.00	76,000.00	78,000.00	76,000.00	107,233.00	261,233.00
4035	2,000.00	500.00	0.00	2,000.00	0.00	2,000.00
4035/4126	0.00	0.00	2,000.00	0.00	0.00	2,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	247,733.00	244,835.00	251,675.00	247,733.00	301,104.00	800,512.00
	4,500.00	0.00	12,000.00	4,500.00	0.00	16,500.00
1100/2300/3000	101,495.00	103,900.00	90,000.00	101,495.00	34,499.00	225,994.00
1100/3000	42,348.00	42,348.00	37,475.00	42,348.00	100,489.00	180,312.00
2100/3000	90,590.00	90,590.00	96,600.00	90,590.00	151,266.00	338,456.00
2300/3000	800.00	800.00	800.00	800.00	1,000.00	2,600.00
4000-4999: Books And Supplies	0.00	2,200.00	0.00	0.00	0.00	0.00
4200	0.00	1,800.00	2,500.00	0.00	2,000.00	4,500.00
4300	6,000.00	2,697.00	10,300.00	6,000.00	11,850.00	28,150.00
5200	2,000.00	500.00	2,000.00	2,000.00	0.00	4,000.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	247,733.00	244,835.00	251,675.00	247,733.00	301,104.00	800,512.00
	0079	4,500.00	0.00	12,000.00	4,500.00	0.00	16,500.00
1100/2300/3000	0079	101,495.00	103,900.00	90,000.00	101,495.00	34,499.00	225,994.00
1100/3000	0000	0.00	0.00	0.00	0.00	34,796.00	34,796.00
1100/3000	0079	42,348.00	42,348.00	37,475.00	42,348.00	65,693.00	145,516.00
2100/3000	0000	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
2100/3000	0079	13,590.00	13,590.00	17,600.00	13,590.00	43,033.00	74,223.00
2100/3000	0079/3010	76,000.00	76,000.00	78,000.00	76,000.00	107,233.00	261,233.00
2300/3000	0079	800.00	800.00	800.00	800.00	1,000.00	2,600.00
4000-4999: Books And Supplies	0079	0.00	2,200.00	0.00	0.00	0.00	0.00
4200	0079	0.00	1,800.00	2,500.00	0.00	2,000.00	4,500.00
4300	0000	0.00	0.00	0.00	0.00	1,000.00	1,000.00
4300	0079	6,000.00	2,697.00	10,300.00	6,000.00	10,850.00	27,150.00
5200	4035	2,000.00	500.00	0.00	2,000.00	0.00	2,000.00
5200	4035/4126	0.00	0.00	2,000.00	0.00	0.00	2,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	247,733.00	244,835.00	251,675.00	247,733.00	301,104.00	800,512.00

\* Totals based on expenditure amounts in goal and annual update sections.