LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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: 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	Capay Joint Union Elementary School District		
Contact Name and Title	Jim Scribner Superintendent/Principal	Email and Phone	jscribner@capayschool.org 530 865-1222

2017-20 Plan Summary

THE STORY

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

Capay Joint Union Elementary School is located in a rural agricultural community approximately seven miles northwest of Hamilton City, California, encompassing parts of Glenn and Tehama Counties. In the past 10 years, we have seen our enrollment increase from 135 and in the 2007-08 school year to 196 in 2016/17. Capay Joint Union Elementary School District is a single-school district which serves students in Kindergarten through Eighth Grade. It is in the center of what was once the Spanish land grant of El Rancho Capay. When the community decided to build a new schoolhouse, two schools- Capay School in Tehama County and Macintosh School in Glenn County- joined together on the new site, which is on the Glenn/Tehama County line. The school campus lies both in Tehama and Glenn County, with support services provided by Glenn County Office of Education. When eighth grade students graduate from Capay, they may attend Corning High School in Tehama County or Hamilton Union High School in Glenn County.

A five-member school board governs the district and meets monthly to oversee district operations. At Capay Elementary School parents, students, and staff believe that education is a "shared responsibility." We believe the best results are attained when everyone is communicating regularly and working together in order to provide the most effective learning experiences for students.

The leadership at Capay School is collaborative, not top-down. The superintendent/principal, teachers and staff, school board members, School Site Council, parents, and the community work together to facilitate student academic achievement. All of our 10 teachers are properly credentialed, two with a master's degree. All of our teachers design their classroom activities to address the Core standards appropriate to each grade. Teachers actively work to incorporate appropriate standards into all lessons, while also keeping in mind the academic health of the whole child. In many areas of the curriculum, sequenced materials follow students as they advance ahead, but teachers are also free to use their experience and creativity to tailor the curriculum and lessons to meet individual grade and student needs. We meet regularly in formal and informal settings to share ideas. Additionally, staff members are encouraged to attend and participate in new curriculum presentations in order to have the information needed to purchase new materials that will successfully meet the academic needs of the students.

At a small, rural K-8 school such as Capay, all stakeholders are able to be involved in program planning, and the instructional staff and administration work closely together to provide a sound, standards-based instructional program for all students. Assessments are done regularly through appropriate classroom work as well as through standardized testing. The results of school-wide tests are examined by the teaching staff and are used as the basis for any curriculum changes deemed necessary for continued student academic achievement.

LCAP HIGHLIGHTS

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

This year's goals are:

1. Students in grades K-8 will increase academic achievement in ELA and mathematics.
2. All students will be instructed by fully credentialed teacher appropriately assigned to effectively teach using standards based, board approved instructional materials. Students will receive instruction in all content areas through a broad course of study. They will consistently demonstrate proficiency in a safe, well-maintained learning environment.
3. Capay School will provide a safe and secure learning environment for all staff, students and parents to facilitate input, involvement and inclusion in student achievement and a positive school experience.

The 2017/18 LCAP will be focused on increasing interventions in mathematics for all students but primarily identifying the EL and low-income students to provide frequent and ongoing intervention with the goal of closing the performance gap for those sub groups. By continuing to employ our Education Specialist one day per week, our full-time After school/Intervention teacher and our bilingual aide we will utilize our supplemental funding to improve services for students.

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

The Capay Elementary School successes this past year were:

1. This year all of our EL students maintained or increased in ELA as reflected on the California Dashboard with the Reclassified students increasing their performance by 10.8 points
2. Our reclassified EL students also increased significant in mathematics by 16.8 points.
3. Overall, all students increased in mathematics by 15.3 points.

Maintain or Build Upon Successes:

The California Dashboard and local measurements show overall growth in mathematics but a decline in ELA. We will continue to provide students with adequate support and instruction to continue to increase of proficiency in mathematics.

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

As mentioned in the Review of Progress, the over all performance of all students in ELA declined by 3.7 points and the group is 24.9 points below level 3. We will focus in improvement for all students but especially students who are English Learners and/or Socioeconomically Disadvantaged in the up-coming year.

The steps we will take to address those needs are:

1. Continue implementation of the Benchmark Advance ELA Curriculum.
2. Continue to target our English Learners and/or Socioeconomically Disadvantaged students for interventions during the school day with our Education Specialist, Bilingual Aide and Intervention Teacher as well as in the After-School Program.

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

PERFORMANCE GAPS

The California School Dashboard shows the following gap between the English Learners and all Students in ELA and math:

ELA
All Students - 24.9 points below level 3
English Learners - 82.9 point below level 3

Math
All Students - 19.5 points below level 3
English Learners - 65.8 point below level 3

The Dashboard also shows the following gap between the Socioeconomically Disadvantaged students and all students in ELA and math:

ELA
All Students - 24.9 point below level 3
Socioeconomically Disadvantaged - 61.6 points below level 3

Math
All Students - 19.5 point below level 3
Socioeconomically Disadvantaged - 60.8 points below level 3

Using this data and other local assessments and report card grades, the staff will target students to be served in by our Education Specialist, Intervention Teacher and/or Bilingual Aide during the school day in our intervention program and in our After school Colt Club program in order to closed the performance gap among low-income and EL students.

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.

At this time Capay Elementary School have no foster youth.

In the 2017/18 LCAP year we will continue to employ our full time Intervention/After school Teacher, Education Specialist and Bilingual Aide to provide interventions in ELA to both our low-income and EL students on a daily basis both in the classroom and in small group direct instruction. Students will be identified using state and local measures. To improve our services to these students, the classroom teacher, intervention teacher and administration will meet at least twice per trimester to analyze assessment data to track the student's progress and implement programmatic changes as needed.

In the 2016/17 LCAP year, mathematics intervention has not taken place on a consistent basis. As a result, a performance gap between the English Learners, low-income students and all students exists. In the 2017/18 LCAP year we will continue to employ our full time Intervention/After school Teacher, Education Specialist and Bilingual Aide and begin to provide interventions in mathematice to both our low-income and EL students on a daily basis both in the classroom and in small group direct instruction. Students will be identified using state and local measures. To improve our services to these students, the classroom teacher, intervention teacher and administration will meet at least twice per trimester to analyze assessment data to track the student's progress and implement programmatic changes as needed.

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	$1,807,475.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$181,900.00

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.

The costs of certificated staff, some classified staff, administration as well as custodial, transportation and cafeteria personnel expenditures are not included in the LCAP.

$1,507,790.97	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.

Goal 1	Students in grades K-8 will increase academic achievement in all areas.

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	ACTUAL
1. Increase by 5% the number of students tested who meet or exceed grade level standards in ELA based on State and local measures. Baseline = 41% 2. Increase by 5% the number of students tested who meet or exceed grade level standards in Mathematics based on State and local measures. Baseline = 43% 3. Increase by 5% the number of students tested who meet or exceed English proficiency standards based on State and local measures.	1. The number of students who met of exceeded the grade level standards in ELA increased by .5% for a total of 41.5%. 2. The number of students who met of exceeded the grade level standards in Math increased by 2% for a total of 45%. 3. The number of students reclassified as English proficient decreased from the prior year from 10 students reclassified in 2015.16 to 6 students reclassified in 2016.17. This was a decrease of 40%.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	1.1 Continue school-wide RtI model to target students below grade level standards in ELA 1.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in ELA.	1.1 54 students throughout the school year participated in interventions to increase their level of performance on grade level standards.

	1.3 Continue .2 Education Specialist to provide Student support in ELA. 1.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects. 1.5 Purchase Benchmark Advance Curriculum for grades K-6	1.2 An Intervention/After-school Coordinator was employed. ELA support was provided using the RtI model and direct instruction to serve 75 students in the afterschool program and 16 students during the school day in small group, direct instruction. 1.3 .2 Ed. Specialist was employed to provide direct instruction to at risk students in ELA. 1.4 Bilingual aide was employed to provide support to EL students in learning English and accessing the core curriculum. 1.5 Curriculum was purchased for all students in grades K-6.
Expenditures	BUDGETED 1.1 1000-1999: Certificated Personnel Salaries Supplemental 12000. 1.1 4000-4999: Books And Supplies Supplemental C/O 1.2 1000-1999: Certificated Personnel Salaries Supplemental 12000. 1.3 1000-1999: Certificated Personnel Salaries Supplemental 6450. 1.4 2000-2999: Classified Personnel Salaries Supplemental 8000.	ESTIMATED ACTUAL 1.1 1000-1999: Certificated Personnel Salaries Supplemental 12000. 1.1 4000-4999: Books And Supplies Supplemental 0 1.2 1000-1999: Certificated Personnel Salaries Supplemental 12000. 1.3 1000-1999: Certificated Personnel Salaries Supplemental 6450 1.4 2000-2999: Classified Personnel Salaries Supplemental 8000

Action **2**

Actions/Services	PLANNED 2.1 Continue schoolwide RtI model to target students below grade level standards in Math 2.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in Math. 2.3 Continue .2 Education Specialist to provide Student support in Math. 2.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects.	ACTUAL 2.1 Math interventions were provided on a limited basis. 2.2 An Intervention/After-school Coordinator was employed to support 76 students in our afterschool program. 2.3 Education Specialist Employed to support at risk students in math. 2.4 Bilingual Aide time was used to support EL students in language development and core standards
Expenditures	BUDGETED 2.1 1000-1999: Certificated Personnel Salaries Supplemental 12000 2.1 4000-4999: Books And Supplies Base 5000 2.2 1000-1999: Certificated Personnel Salaries Base 12000 2.3 1000-1999: Certificated Personnel Salaries Supplemental 6450 2.4 2000-2999: Classified Personnel Salaries Supplemental 8000	ESTIMATED ACTUAL 2.1 1000-1999: Certificated Personnel Salaries Supplemental 12000 2.1 4000-4999: Books And Supplies Base 0 2.2 1000-1999: Certificated Personnel Salaries Base 12000 2.3 1000-1999: Certificated Personnel Salaries Supplemental 0 2.4 2000-2999: Classified Personnel Salaries Supplemental 8000

Action **3**

	PLANNED	ACTUAL
Actions/Services	3.1 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development.	Bilingual Aide time was used to support EL Students in all curricular areas and in language development both in the classroom setting and small group, direct instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.1 2000-2999: Classified Personnel Salaries Supplemental 8000	3.1 2000-2999: Classified Personnel Salaries Supplemental 8000

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.	1.1 54 students throughout the school year participated in interventions to increase their level of performance on grade level standards. 1.2 An Intervention/After-school Coordinator was employed. ELA support was provided using the RtI model and direct instruction to serve 75 students in the afterschool program and 16 students during the school day in small group, direct instruction. 1.3 .2 Ed. Specialist was employed to provide direct instruction to at risk students in ELA. 1.4 Bilingual aide was employed to provide support to EL students in learning English and accessing the core curriculum. 1.5 Curriculum was purchased for all students in grades K-6. 2.1 Math interventions were provided on a limited basis. 2.2 An Intervention/After-school Coordinator was employed to support 76 students in our afterschool program. 2.3 Education Specialist Employed to support at risk students in math. 2.4 Bilingual Aide time was used to support EL students in language development and core standards
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services for this goal resulted in an overall increase in students performance in mathematics for all groups. In ELA however the Hispanic students and low-income students experienced decline in performance according to state measures. Our After school program saw an increase in participation from an average of 45 students per day to an average of 65 per day which meant more students receiving services in our after school program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the budgeted and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In the 2017/18 LCAP year we will continue to employ our full time Intervention/After school Teacher, Education Specialist and Bilingual Aide and begin to provide interventions in mathematics to both our low-income and EL students on a daily basis both in the classroom and in small group direct instruction. Students will be identified using state and local measures. To improve our services to these students, the classroom teacher, intervention teacher and administration will meet at least twice per trimester to analyze assessment data to track the student's progress and implement programmatic changes as needed. (See Goal 1 for 2017/18)

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.

Goal 2	100% of students will be instructed by fully credentialed teacher appropriately assigned to effectively teach using standards based, board approved instructional materials. Students will receive instruction in all content areas through a broad course of study. They will consistently demonstrate proficiency in a safe, well-maintained learning environment.

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	ACTUAL
1. 100% of all instructional staff are highly qualified according to State of California requirements. 2. 100% of all students have access to standards-aligned instructional materials as measured by school inventory and Williams Complaint reports. 3. Maintain a 2:1 ratio of Chrome books, laptops and/or i pad/tablets per students as measured by inventory and enrollment. 4. Maintain zero Williams' facilities complaints. 5. All students will participate in Physical, Art, and Music Education as measure by class schedule.	1. One staff member completed her BTSA program and has received her Clear Credential and is Highly Qualified, the other completed her 1st year of BTSA and will be Highly Qualified after completing her 2nd year of BTSA. 2. No Williams' complaints were received and students have access to standards-aligned instructional materials in math, science, ELA and history/social studies. 3. 40 new Chromebooks were added to the inventory this year, this increased our ratio to 1:1. 4 No Williams' facilities complains were received this year. 5. All K-8 students participated in Art education. Students in grades K-6 participated in Physical Education and Music.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	1.1 Two beginning teachers will participate in BTSA to obtain a clear credential.	Both teachers participated in BTSA this year.

Expenditures	BUDGETED 1.1 5000-5999: Services And Other Operating Expenditures Other 6400.	ESTIMATED ACTUAL 1.1 5000-5999: Services And Other Operating Expenditures Other 6400

Action 2

Actions/Services	PLANNED 2.1 Continue implementation of Engage NY math curriculum. 2.2 Purchase Benchmark Advance Curriculum for Grades K-6 2.3 Purchase standard aligned ELD materials for all grades.	ACTUAL 2.1 Continued implementation of Engage NY math curriculum in Grades K-8. 2.2 Benchmark Advance Curriculum was purchased for Grades K-6. 2.3 With the purchase of the Benchmark Advance curriculum, standards aligned ELD materials for all grades, are part of the curriculum.
Expenditures	BUDGETED 2.1 4000-4999: Books And Supplies Supplemental 5500 2.2 Base C/O 2.3 4000-4999: Books And Supplies Supplemental 5000	ESTIMATED ACTUAL 2.1 4000-4999: Books And Supplies Supplemental 1200 2.2 4000-4999: Books And Supplies Base 50,793.75 2.3 4000-4999: Books And Supplies Supplemental See 2.2

Action 3

Actions/Services	PLANNED 3.1 Purchase flat screen monitors of all classrooms.	ACTUAL 3.1 No monitors were purchased for any classrooms.
Expenditures	BUDGETED 3.1 4000-4999: Books And Supplies Base C/O	ESTIMATED ACTUAL 3.1 4000-4999: Books And Supplies Base 0

Action 4

Actions/Services	PLANNED 4.1 Complete upgrade to wireless network to accommodate increase in wireless devices on campus.	ACTUAL 4.1 Upgrade to wireless network was completed and has accommodated the increase in wireless devices very well.
Expenditures	BUDGETED 4.1 5000-5999: Services And Other Operating Expenditures Base 5000	ESTIMATED ACTUAL 4.1 5000-5999: Services And Other Operating Expenditures Base 4088.67

Action 5

Actions/Services	PLANNED 5.1 Continue offering classroom music and art education. 5.2 Continue to employ teachers to provide band and Physical education instruction.	ACTUAL 5.1 Classroom music was offered to all K-6 grades students and Art to all K-8 grade students. 5.2 Band was offered twice a week to all 4-8 grade students and Physical education instruction with our P.E. specialist was offered to all K-8th grade students.

Expenditures	BUDGETED 5.1 1000-1999: Certificated Personnel Salaries Supplemental 20000 5.2 1000-1999: Certificated Personnel Salaries Supplemental 32000 5.2 1000-1999: Certificated Personnel Salaries Lottery 11000	ESTIMATED ACTUAL 5.1 1000-1999: Certificated Personnel Salaries Supplemental 20000 5.2 1000-1999: Certificated Personnel Salaries Supplemental 32000 5.2 1000-1999: Certificated Personnel Salaries Lottery 11070

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.	1. One staff member completed her BTSA program and has received her Clear Credential and is Highly Qualified, the other completed her 1st year of BTSA and will be Highly Qualified after completing her 2nd year of BTSA. 2. No Williams' complaints were received and students have access to standards-aligned instructional materials in math, science, ELA and history/social studies. 3. 40 new Chromebooks were added to the inventory this year. 4 No Williams' facilities complains were received this year. 5. All K-8 students participated in Art education. Students in grades K-6 participated in Physical Education and Music.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Three teachers attended a Math time grant workshop that unproved their instructional practices in mathematics. Other teachers and support staff attended Common 2 the Core Day held each year in Willows to increase their skill level with the use of technology i the classroom. Still other teachers attended a Google Summit in Chico to also improve the use of technology in the classroom. All K-8 students participated in Art education which resulted in students placing their works of art in the Glenn County Fair for judging. Students in grades K-6 participated in Physical Education and Music. Students in grades 5-8 participated in our track meet held every spring and we also predict an increase in scores on the physical fitness test.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The only material difference was the purchase of 40 Chromebooks and headphones (see 3 above) using Microsoft Voucher money and MAA money.

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.	In the 2017/18 LCAP, changes will be to have our music teacher complete her second year of BTSA and receive her Clear Credential. We will add the Eureka math curriculum to support each student with adequate materials as measured by our school inventory and Williams Complaints. We will continue to maintain the facility in good repair as measured by the annual FIT Reporting tool. We will be adding 4 interactive white boards in grades 5-8 to continue to improve or technology experience for students. ALl of these changes are found in Goal 2 for the 2017/18 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.

Goal 3	Capay School will provide a safe and secure learning environment for all staff, students and parents to facilitate input, involvement and inclusion in student achievement and a positive school experience.

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	ACTUAL
1. Increase attendance rate by 1%. Baseline 97% 2. Increase the number of parents participating in school activities by 10%. Baseline 65% of parents participate 3. Increase parent response rate to surveys and other communications by 25%. Baseline = 24% of parents respond	1. Our attendance rate was 95.5%. The target was 97%. 2. Based on data collected from our question of the month, parent sign in sheets, Open House and Back to School Night our rate was 68% of parents participating. 3. Parent responses remained at 24%.

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	ACTUAL
Actions/Services	1.1 Continue Colt award program weekly 1.2 Institute incentive program to award student for perfect attendance each trimester.	Our weekly Colt Award Program was inconsistent and so there were only about 17 Colt Awards given out this year. No new incentive program was instituted this year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.1 0000: Unrestricted Other 50. 1.2 0000: Unrestricted Other 1000.	1.1 4000-4999: Books And Supplies Other 50 1.2 4000-4999: Books And Supplies Other 1000

Action **2**

	PLANNED	ACTUAL
Actions/Services	2.1 Conduct annual survey of parents, staff and students to identify parent participation rates and overall perception of the Capay School experience. 2.2 Identify parent advisory group to provide input on LCAP and guidance on how to increase parent participation.	Parent responses were limited to our online surveys and questionnaires and the data collected was inconsistent so drawing conclusions was difficult. No specific group was identified as the LCAP Advisory group. Parent input was received through PTO, online and at school events.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2.1 5000-5999: Services And Other Operating Expenditures Base 250	2.1 5000-5999: Services And Other Operating Expenditures Base 0

Action **3**

	PLANNED	ACTUAL
Actions/Services	3.1 Fully implement our Schoolwise software to improve the quality and frequency of school to home communication in the areas of attendance, academic achievement, homework completion and upcoming events.	Implementation of our Schoolwise software allowed parents of our 4th -8th grade students access to grades and missing assignments on an as needed basis. The website, Facebook and the Remind App. increased the frequency of communication with parents.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.1 5000-5999: Services And Other Operating Expenditures Base 1500	3.1 5000-5999: Services And Other Operating Expenditures Base 2100

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.	Positive attendance incentives and Colt Awards were given out inconsistently. Data was collected from our question of the month, parent sign in sheets, Open House and Back to School Night. There was no specific group identified that strictly whose sole purpose is to give input for the LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Positive attendance incentives and Colt Awards were given out inconsistently and as a result our attendance rate target of 97% was not achieved.did not improve. The attendance rate was 96.31% Based on data collected from our question of the month, parent sign in sheets, Open House and Back to School Night our rate was 68% of parents participating. This showed an increase from the 65% the year before. Because there is no specific group, but a variety of methods employed to gather input, it was hard to track any increase in parent responses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the budgeted and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because much of this goal was not realized in 2016/17, this goal will need to continue for the 2017/18 LCAP year. It will be necessary to collect parent, staff and community input on a more systematic basis. Identifying a group to perform that task will be essential. We also need to analyze or attendance patterns and incentive programs to see what changes need to be made. These can all be found in Goal 3 to the 2017/18 LCAP year.

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?

During the 2016/17 year, Capay Elementary staff engaged various stakeholder groups in the development of the three-year LCAP. The process included the following stakeholder groups: all site and district staff, representatives from the governing board, School Site Council, PTO(which includes representatives of our EL parents) Capay Educators Association(CEA) union representatives, parents, community members such as business owners, local farmers and alumni of Capay School, our Student Body Officers and members. Meetings were held throughout the year where the various stakeholder groups had the opportunity to identify priorities and provide on the goals and actions outlined in the LCAP. These were identified as follows:

Parents provided input on the LCAP during meetings held on the following dates: Back to School Night, 9/1/16, Parent/teacher conferences, 9/28-30/16, and Open House, 5/4/17. Parents also had opportunities to reply online or on paper to our questions of the month sent out at the beginning of each month in conjunction with our news letter.

Students council members and representatives provided input during weekly meetings throughout the year. These meeting were held each Wednesday during the year from 8:00 - 8:45 am.

School personnel, local bargaining units and administration provided input at monthly teachers meetings held on 8/31/16, 10/26/16, 1/25/17, 2/15/17, 4/12/17 and 5/17/17.

Community members provided input at Back to School Night, 9/1/16 and Open House, 5/4/17.

Administration and EL personnel engaged EL parents at our Cinco de Mayo Celebration held on 5/6/17 and also during planning meetings held on 4/13/17 and 4/27/17 to discuss purpose,
process and goals of LCAP.----

IMPACT ON LCAP AND ANNUAL UPDATE

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

Feedback and input from the groups, combined with the surveys from both staff and community and results from the community meetings held last year was used to develop the three-year LCAP that was approved on June 23, 2016.

During the 2016/17 school year, it was determined that the school should continue to strive to host more events throughout the year to bring together the parents. It is also evidenced that our parents report a high level of satisfaction with the programs and services offered at Capay School.

The impact on our goals was to reach out to our EL parents by providing better communication on their students academic progress and events taking place at Capay School.

As a result of stakeholder input we implemented a new ELA Curriculum, Benchmark Advance, which staff, students and parents report has been a positive change. Specifically the informational text activities have been well received by parents.

All parents continue to emphasize the need for interventions to support their students in both ELA and math. The parents also indicated a need to provide more parent education opportunities on how to help their children with Common Core math. To that end, we have purchased Eureka math for next year, which includes a homework helper lessons for

parents. The school is also going to increase the number of math intervention opportunities for students based on local and state measures of student achievement in the areas of math and ELA. Parents also have asked for more opportunities to understand how the new standards are being taught.

All of this input has been woven into the current LCAP. Based on this ongoing input, several actions have been implemented to address targeted intervention, extended day programs, student activity transportation, and parent education efforts. Those actions include piloting assessment and intervention programs to inform and support academic achievement, provide social emotional support, and enhance school climate and safety. As a result, a multi-tiered systems of support philosophy is emerging as a guiding structure by which to organize initiatives.Assisted in identifying progress toward goals and identifying new goals or actions needed to serve our students.

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.

☐ New ☒ Modified ☐ Unchanged

Goal 1

Students in grades K-8 will increase academic achievement in ELA and mathematics.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. The need to increase the number of students meeting or exceeding grade level standards in English Language Arts.
2. The need to increase the number of students meeting or exceeding grade level standards in Mathematics.
3. The need to increase the number of English Learners achieving academic proficiency in English.
4. All 8th grade students will enter high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	45.3% of students in grades 3-8 were proficient in ELA.	1. Increase to 48% the number of students tested who are proficient in ELA based on SBAC results.	1. Increase to 51% the number of students tested who are proficient in ELA based on SBAC results.	1. Increase to 54% the number of students tested who are proficient in ELA based on SBAC results.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	45.3% of students in grades 3-8 were proficient in mathematics.	2.Increase to 48% the number of students tested who are proficient in mathematics based on SBAC results.	2.Increase to 51% the number of students tested who are proficient in mathematics based on SBAC results.	2.Increase to 54% the number of students tested who are proficient in mathematics based on SBAC results.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	35% of English learners were reclassified.	3. Increase by 3% the number of students reclassified based on CELDT results.	3. Increase by 3% the number of students reclassified based	3.Increase by 3% the number of students reclassified based on CELDT results from prior year.

			on CELDT results from prior year.	
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	No baseline to determine growth	Determine baseline data based on ELPAC	Determine growth goal as related to baseline determined in Spring 2018	Determine growth goal as related to growth/decline in 2019
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	4. 100% of 8th grade students were promoted to high school.	4. 100% of 8th grade students will be promoted to high school.	4. 100% of 8th grade students will be promoted to high school.	4. 100% of 8th grade students will be promoted to high school.

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: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1.1 Continue schoolwide RtI model to target students below grade level standards in ELA 1.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in ELA. 1.3 Continue .2 Education Specialist to provide Student support in ELA. 1.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects. 1.5 Purchase supplemental curriculum for grades K-6 in ELA if needed. 2.1 Continue schoolwide RtI model to target students below grade level standards in Math 2.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in Math. 2.3 Continue .2 Education Specialist to provide Student support in Math. 2.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects.	1.1 Continue schoolwide RtI model to target students below grade level standards in ELA 1.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in ELA. 1.3 Continue .2 Education Specialist to provide Student support in ELA. 1.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects. 2.1 Continue schoolwide RtI model to target students below grade level standards in Math 2.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in Math. 2.3 Continue .2 Education Specialist to provide Student support in Math. 2.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects.	1.1 Continue schoolwide RtI model to target students below grade level standards in ELA 1.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in ELA. 1.3 Continue .2 Education Specialist to provide Student support in ELA. 1.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects. 2.1 Continue schoolwide RtI model to target students below grade level standards in Math 2.2 Continue employing Intervention/After-school Coordinator to provide RtI student support in Math. 2.3 Continue .2 Education Specialist to provide Student support in Math. 2.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	12000.	Amount	12000	Amount	12000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1	Budget Reference	1000-1999: Certificated Personnel Salaries 1.1	Budget Reference	1000-1999: Certificated Personnel Salaries 1.1
Amount	5000.	Amount	5000	Amount	5000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1
Amount	12000.	Amount	12000	Amount	12000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

	1.2		1.2		1.2
Amount	6450.	Amount	6450	Amount	6450
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.3	Budget Reference	1000-1999: Certificated Personnel Salaries 1.3	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	8000.	Amount	8000	Amount	8000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 1.4	Budget Reference	2000-2999: Classified Personnel Salaries 1.4	Budget Reference	2000-2999: Classified Personnel Salaries 1.4
Amount	12000.	Amount	12000	Amount	12000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1	Budget Reference	1000-1999: Certificated Personnel Salaries 2.1	Budget Reference	1000-1999: Certificated Personnel Salaries 2.1
Amount	5000.	Amount	5000	Amount	5000
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 2.1	Budget Reference	4000-4999: Books And Supplies 2.1	Budget Reference	4000-4999: Books And Supplies 2.1
Amount	12000.	Amount	12000	Amount	12000
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.2	Budget Reference	1000-1999: Certificated Personnel Salaries 2.2	Budget Reference	1000-1999: Certificated Personnel Salaries 2.2
Amount	6450	Amount	6450	Amount	6450
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2.3	Budget Reference	1000-1999: Certificated Personnel Salaries 2.3	Budget Reference	1000-1999: Certificated Personnel Salaries 2.3
Amount	8000.	Amount	8000	Amount	8000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2.4	Budget Reference	2000-2999: Classified Personnel Salaries 2.4	Budget Reference	2000-2999: Classified Personnel Salaries 2.4

Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.1 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development.	3.1 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development.	3.1 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8000.	Amount	8000	Amount	8000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3.1	Budget Reference	2000-2999: Classified Personnel Salaries 3.1	Budget Reference	2000-2999: Classified Personnel Salaries 3.1

Action 3

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Monitor 8th grade students beginning in 7th grade to support promotion from Capay School to High School .	Monitor 8th grade students beginning in 7th grade to support promotion from Capay School to High School .	Monitor 8th grade students beginning in 7th grade to support promotion from Capay School to High School .

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined

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.

☐ New ☒ Modified ☐ Unchanged

Goal 2

100% of students will be instructed by fully credentialed teacher appropriately assigned to effectively teach using standards based, board approved instructional materials. Students will receive instruction in all content areas through a broad course of study. They will consistently demonstrate proficiency in a safe, well-maintained learning environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. All Staff will be highly qualified.
2. Implementation of content standards for all students.
2. All students will have access to standard-aligned materials.
3. Offer a broad course of study which includes, music, band, art and Physical Education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	All teachers are highly qualified.	1. 100% of all instructional staff are highly qualified according to State of California requirements.	1. 100% of all instructional staff are highly qualified according to State of California requirements.	1. 100% of all instructional staff are highly qualified according to State of California requirements.
Priority 1: Local Indicator/ Instructional materials	All students have standards-aligned instructional materials.	2. 100% of all students have access to standards-aligned instructional materials as measured by school inventory and Williams Complaint reports.	2. 100% of all students have access to standards-aligned instructional materials as measured by school inventory and Williams Complaint reports.	2. 100% of all students have access to standards-aligned instructional materials as measured by school inventory and Williams Complaint reports.
Priority 2 A. the implementation of state board adopted academic content and performance standards for all students	Rating district's progress in providing professional learning for teaching based on the Common Core State Standards Implementation Survey	Common Core State Standards Implementation Survey will be administered to develop a Baseline for improvement. The survey will rate the district's progress in providing professional learning for	100% of the teachers will be fully implementing the state standards in ELA and Math as measured by classroom observation.	100% of the teachers will be fully implementing the state standards in ELA, Math and Science as measured by classroom observation.

	Baseline in 2017: None, survey has not been taken by staff.	teaching in the following content areas: ELD ELA Mathematics Science and history/social science		
Priority 1: Local Indicator/ Facilities in good repair	Baseline: No Williams Facilities Complaints received. Facilities Inspection Tool(FIT) indicates a 89,9% rating of fair for the 2016/17 LCAP year.	4. Maintain zero Williams' facilities complaints. Raise the FIT score to reflect a Good rating.	4. Maintain zero Williams' facilities complaints. Raise the FIT score to reflect a Exemplary rating.	4. Maintain zero Williams' facilities complaints. Maintain the FIT score of Exemplary..
Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable	100% of K-6 Students are receiving Visual and Performing Arts education. All K-8 students are receiving Physical Education instruction from our Physical Education teacher.	5. 100% of students in grades K-6 will participate in Visual and Performing Arts education. All K-8 students are receiving Physical Education instruction from our Physical Education teacher.	5. 100% of students in grades K-6 will participate in Visual and Performing Arts education. All K-8 students are receiving Physical Education instruction from our Physical Education teacher.	5. 100% of students in grades K-6 will participate in Visual and Performing Arts education. All K-8 students are receiving Physical Education instruction from our Physical Education teacher.
Priority 7 B. programs and services developed and provided to unduplicated pupils				
Priority 7 C. programs and services developed and provided to individuals with exceptional needs				
Priority 2 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				

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	☒ All ☐ Students with Disabilities ☐

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

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

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.1 One beginning teacher will participate in year 2 of BTSA to obtain a clear credential. 2.1 Continue implementation of Engage NY (AKA Eureka Math) math curriculum. 2.2 Implement Benchmark Advance Curriculum for Grades K-6 2.3 Purchase standard aligned ELD materials for all grades. 3.1 Purchase interactive white boards for grades 3-8 classrooms. 4.1 Complete upgrades to wireless network to accommodate increase in wireless devices on campus if needed. 5.1 Continue offering classroom music and art education. 5.2 Continue to employ teachers to provide band and Physical education instruction.	1.1 Completed. 2.1 Continue implementation of Engage NY (AKA Eureka Math) math curriculum. 2.2 Purchase supplemental curriculum for Grades K-6 if needed. 2.3 Purchase standard aligned ELD materials for all grades. 3.1 Purchase interactive white boards for grades K-4 classrooms. 4.1 Complete upgrade to wireless network to accommodate increase in wireless devices on campus if needed.. 5.1 Continue offering classroom music and art education. 5.2 Continue to employ teachers to provide band and Physical education instruction.	1.1 Completed. 2.1 Continue implementation of Engage NY (AKA Eureka Math) math curriculum. 2.2 Purchase supplemental curriculum for Grades K-6 if needed. 2.3 Purchase standard aligned ELD materials for all grades. 3.1 Purchase additional or replacement chromebooks in classrooms if needed. 4.1 Complete upgrade to wireless network to accommodate increase in wireless devices on campus if needed.. 5.1 Continue offering classroom music and art education. 5.2 Continue to employ teachers to provide band and Physical education instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	3200.	Amount	3200	Amount	3200
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1
Amount	5500.	Amount	5500	Amount	5500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2.1	Budget Reference	4000-4999: Books And Supplies 2.1	Budget Reference	4000-4999: Books And Supplies 2.1
Amount	0	Amount	5000	Amount	5000
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	0000: Unrestricted 2.2	Budget Reference	4000-4999: Books And Supplies 2.3	Budget Reference	4000-4999: Books And Supplies 2.3
Amount	5000.	Amount	2000	Amount	2000
Source	Supplemental	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2.3	Budget Reference	4000-4999: Books And Supplies 3.1	Budget Reference	4000-4999: Books And Supplies 3.1
Amount	2000.	Amount	2500	Amount	2500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 3.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 4.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 4.1
Amount	2500.	Amount	21000	Amount	21000
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.1	Budget Reference	1000-1999: Certificated Personnel Salaries 5.1	Budget Reference	1000-1999: Certificated Personnel Salaries 5.1
Amount	21000.	Amount	33000	Amount	33000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries 5.1
Amount	33000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2
Amount	12000.
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2

Budget Reference	1000-1999: Certificated Personnel Salaries 5.2
Amount	12000
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2
Amount	12000
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2

Budget Reference	1000-1999: Certificated Personnel Salaries 5.2
Amount	12000
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2
Amount	12000
Source	Lottery
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2

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.

☐ New ☒ Modified ☐ Unchanged

Goal 3

Capay School will provide a safe and secure learning environment for all staff, students and parents to facilitate input, involvement and inclusion in student achievement and a positive school experience.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. Improve student attendance rates to support the increase in student achievement as measured in goal 1.
2. Include all parents and groups in decision making communication.
3. Increase parent participation in student learning and school activities.
4. Improve Student Suspension Rate to Zero.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Student Engagement/School attendance rates	Baseline attendance rate for 2017 P2 is 95.5%	1. Increase attendance rate to 96%.	1. Increase attendance rate to 96%.	1. Increase attendance rate to 96.5%.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	The baseline parent participation rate for 2017 was 68%.	2. Increase the number of parents participating in school activities to 75%.	2. Increase the number of parents participating in school activities to 80%.	2. Increase the number of parents participating in school activities to 85%.
Priority 6: Local Indicator/Local tool for school climate	The baseline parent response rate for 2017 was 24%.	3. Increase parent response rate to surveys and other communications to 40%.	3. Increase parent response rate to surveys and other communications to 55%.	3. Increase parent response rate to surveys and other communications to 70%.
Priority 6: State Indicator/Student Suspension Indicator	The baseline suspension rate in 2017 was 4 students or 2%	Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; increase Dashboard report of English learners from Orange to Yellow and low income students from red to yellow.	Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; increase Dashboard report of English learners from yellow to green and low income students from yellow to green.	Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; increase Dashboard report of English learners from green to blue and low income students from green to blue.

Priority 5 B. chronic absenteeism rates	The baseline for chronic absentee rates in 2017 was 7.8%.(16 students)	Reduce chronic absenteeism to 6%	Reduce chronic absenteeism to 5%	Reduce chronic absenteeism to 4%
Priority 5: Local Metric/Middle school dropout rate	Baseline middle school dropout rate for 2017 was 0%	Maintain a dropout rate of 0%	Maintain a dropout rate of 0%	Maintain a dropout rate of 0%
Priority 6: Local Metric/Expulsion rate	Baseline expulsion rate for 2017 was 0%	Maintain an expulsion rate of 0%	Maintain an expulsion rate of 0%	Maintain an expulsion rate of 0%

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1.1 Continue Colt award program weekly 1.2 Continue incentive program to award students for perfect attendance each trimester. 2.1 Conduct annual survey of parents, staff and students to identify parent participation rates and overall perception of the Capay School experience. 2.2 Identify parent advisory group to provide input on LCAP and guidance on how to increase parent participation. 3.1 Use data collected in our Schoolwise Student Data System to improve the quality of school to home communication for the purpose of increased student achievement.	1.1 Continue Colt award program weekly 1.2 Continue incentive program to award students for perfect attendance each trimester. 2.1 Conduct annual survey of parents, staff and students to identify parent participation rates and overall perception of the Capay School experience. 2.2 Identify parent advisory group to provide input on LCAP and guidance on how to increase parent participation. 3.1 Use data collected in our Schoolwise software to improve the quality of school to home communication for the purpose of increased student achievement.	1.1 Continue Colt award program weekly 1.2 Continue incentive program to award students for perfect attendance each trimester. 2.1 Conduct annual survey of parents, staff and students to identify parent participation rates and overall perception of the Capay School experience. 2.2 Identify parent advisory group to provide input on LCAP and guidance on how to increase parent participation. 3.1 Use data collected in our Schoolwise software to improve the quality of school to home communication for the purpose of increased student achievement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	50.	Amount	50	Amount	50
Source	Other	Source	Unrestricted	Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1	Budget Reference	4000-4999: Books And Supplies 1.1
Amount	1000.	Amount	1000	Amount	1000
Source	Other	Source	Unrestricted	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.2	Budget Reference	5000-5999: Services And Other Operating Expenditures 1.2
Amount	250.	Amount	250	Amount	250
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 2.1
Amount	1500.	Amount	1500	Amount	1500
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$141,951	Percentage to Increase or Improve Services:	6.1%

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

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

The Capay Joint Union Elementary School District(CJUESD) is a small, rural, single-school district with an unduplicated pupil percentage of 51.79% (2016-17). CJUESD receives $143, 842 in supplemental grant funds based on the latest LCFF Calculator. It is required that CJUESD demonstrate that it will increase or improve our services by a minimum of 6.1% to unduplicated students as compared to those services provided to all students though increased or improved targeted and direct support services for struggling students, including EL students, foster youth and low-income students. (To date CJUESD has no foster youth).

Each LCAP goal is supported with Supplemental grant funding and addition general fund money for the totals you see below:

Goal 1 total funding is $94,900.00
Goal 2 total funding is $84,200.00
Goal 3 total funding is $2,800.00

The total funding needed to support the 2017/18 LCAP goals is $181,900.

In the 2017/18 LCAP year, low income and English learners will continue to receive services from our full time Intervention/After school Teacher, Education Specialist and Bilingual Aide. and will provide an increase in interventions in mathematics both in the classroom and in small group direct instruction. Students will be identified using state and local measures. To improve our services to these students, the classroom teacher, intervention teacher and administration will meet at least twice per trimester to analyze assessment data to track the student's progress and implement programmatic changes as needed.

In the 2017/18 LCAP year, Capay Elementary will continue using the services of our Intervention/After School Coordinator teacher and a .2 FTE Education Specialist, to provide targeted instruction services and interventions to all students but primarily Low income and EL students in ELA and mathematics. Local measures which include report card grades and both formal and informal classroom assessments as well as CAASPP results show improvement for those targeted students.

Capay Elementary's Colt Club Program is available to any student at Capay Elementary and we especially encourage and promote attendance for our English learners and low-income students. Our Intervention/After School Coordinator structures the academic hour of the program on work completion and homework assistance in ELA and mathematics. Additionally, throughout the school day, our 6 hour bilingual aide provides support in the content areas in the classroom with the English learners. This person also pulls out with students to support language acquisition skills.

Low-income students and English learners also receive support from our .2 Education Specialist in the Learning Center. These staff members work with all students who are below grade level benchmarks. We continue to support students through the purchase of materials such as Eureka Math and Benchmark Advance as well as Rigby readers all of which contain additional materials which support core instruction and language acquisition for low-income students and English learners.

Capay Elementary has partnered with Glenn County Office of Education to offer the Expect Success Summer Camp for targeted students. This camp is STEM based and will give the students a rich experience in science, technology, engineering and math.

The overall increased and/or improved services for foster, EL and low-income students equals or exceeds the supplemental/concentration funds received by the district.

Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	177,600.00	207,152.42	181,900.00	193,900.00	193,900.00	569,700.00
Base	23,750.00	68,982.42	28,750.00	11,750.00	12,750.00	53,250.00
Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	11,000.00	11,070.00	12,000.00	24,000.00	24,000.00	60,000.00
Other	7,450.00	7,450.00	1,050.00	0.00	0.00	1,050.00
Supplemental	135,400.00	119,650.00	136,900.00	153,900.00	153,900.00	444,700.00
Title II	0.00	0.00	3,200.00	3,200.00	3,200.00	9,600.00
Unrestricted	0.00	0.00	0.00	1,050.00	50.00	1,100.00

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

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	177,600.00	207,152.42	181,900.00	193,900.00	193,900.00	569,700.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	1,050.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	123,900.00	117,520.00	126,900.00	138,900.00	138,900.00	404,700.00
2000-2999: Classified Personnel Salaries	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00	72,000.00
4000-4999: Books And Supplies	15,500.00	53,043.75	22,550.00	22,550.00	22,550.00	67,650.00
5000-5999: Services And Other Operating Expenditures	13,150.00	12,588.67	8,450.00	8,450.00	8,450.00	25,350.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	177,600.00	207,152.42	181,900.00	193,900.00	193,900.00	569,700.00
	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	1,050.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	12,000.00	12,000.00	12,000.00	0.00	0.00	12,000.00
1000-1999: Certificated Personnel Salaries	Lottery	11,000.00	11,070.00	12,000.00	24,000.00	24,000.00	60,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	100,900.00	94,450.00	102,900.00	114,900.00	114,900.00	332,700.00
2000-2999: Classified Personnel Salaries	Supplemental	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00	72,000.00
4000-4999: Books And Supplies	Base	5,000.00	50,793.75	12,500.00	7,500.00	7,500.00	27,500.00
4000-4999: Books And Supplies	Other	0.00	1,050.00	50.00	0.00	0.00	50.00
4000-4999: Books And Supplies	Supplemental	10,500.00	1,200.00	10,000.00	15,000.00	15,000.00	40,000.00
4000-4999: Books And Supplies	Unrestricted	0.00	0.00	0.00	50.00	50.00	100.00
5000-5999: Services And Other Operating Expenditures	Base	6,750.00	6,188.67	4,250.00	4,250.00	5,250.00	13,750.00
5000-5999: Services And Other Operating Expenditures	Other	6,400.00	6,400.00	1,000.00	0.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	3,200.00	3,200.00	3,200.00	9,600.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	0.00	0.00	0.00	1,000.00	0.00	1,000.00

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

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	94,900.00	94,900.00	94,900.00	284,700.00
Goal 2	84,200.00	96,200.00	96,200.00	276,600.00
Goal 3	2,800.00	2,800.00	2,800.00	8,400.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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