

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

# 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	Contact Name and Title	Email and Phone
Montecito Union School District	Anthony Ranii, Superintendent	aranii@montecitou.org 805-969-3249 ext. 400

## 2017-20 Plan Summary

### The Story

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

Montecito Union School District is a one-school district serving the community of Montecito with transitional kindergarten through sixth grade and a current enrollment of approximately 409 students. It is governed by a five-member Board of Trustees and is administered by a superintendent, principal, assistant principal, and chief business official. The Montecito Union School District embraces continuous improvement and growth, as evidenced by:

- \*The academic success of our students, who score in the top 1% (State indicator) of California every year
- \*2018 recertification as California Distinguished School (State indicator)
- \*2017 U.S. Department of Education Green Ribbon School (State indicator)
- \*2016 International Habits of Mind School of Excellence (local indicator)

Montecito Union School District, a historic cornerstone of the community, is dedicated to providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential. In order to ensure that each of our students gets the time and attention he or she needs, we attract and retain quality teachers who are provided with continual professional development opportunities, offer small class sizes with Board direction to maintain a school-wide average of no more than 18 students per class, and provide a dedicated instructional assistant for each classroom.

Montecito Union School District is driven by the vision, strategic initiatives, and goals outlined in the Strategic Plan. This comprehensive document came out of an inclusionary planning process that involved all stakeholders. The Strategic Planning process began in 2008, came to life in 2010, and is regularly reviewed and updated. The Local Control Accountability Plan complements our Strategic Plan.

At Montecito Union School, we believe in shared leadership, and much of our best thinking is done through **committees and teams**. These teams and committees change over time as the needs of our district change. Recent committees include: Safety, Character, Literacy, Facilities, Teaching and Learning Collaborative, Curriculum Council, and 21<sup>st</sup> Century Learning. These Committees include a broad range of perspectives and stakeholders and often include teachers, classified staff members, parents, Board Members, and community members. These teams and committees provide feedback on our LCAP goals and progress and direction about future goals. Whereas the Strategic Plan and Local Control Accountability Plan provides the “what and why” of our work, the work of these committees and teams provides the “how.”

Montecito Union School has school-wide **professional learning community (PLC)** meetings led by the principal and other school leaders. In these collaborative sessions, teachers engage in professional growth opportunities and carry out work related to the Strategic Initiatives, the Local Control Accountability Plan, and specific action steps delineated by committees and other teams. The work continues in robust grade-level professional learning committees that meet weekly and are attended by the principal.

**Parent participation** is widely encouraged in a variety of ways. Every year, two comprehensive surveys are sent to parents about a wide range of topics. This informs our Local Control Accountability Plan as well as our Strategic Plan. Parents also attend and participate in committees, board meetings, ELAC, School Site Council (the LCAP advisory committee), committees, special education nights, performances, and parent education classes.

In 2017-2018, there was **strategic outreach** in regards to the Local Control Accountability Plan via the PTA, board meetings, email bulletins, faculty forums, and more. It is important to note that in this school year, the larger Montecito community suffered the dual disasters of the Thomas Fire and the January 9 Debris Slide. Dozens of our students lost their homes and possessions, and our school has been evacuated on four separate occasions. Of necessity, much of our parent and faculty engagement this year has been spent on student safety, on providing for our alternative campuses during regular evacuations, in distributing information and goods to those affected, and in supporting families and students emotionally. That said, we are proud of our continued work on our Strategic Plan, our Local Accountability Plan Goals, and on our parent and community outreach as we continue to work towards ever-greater student outcomes.

We work to provide our students with a global standard of educational excellence. We prepare our students to think, to be good citizens, to appreciate and understand the arts, and ultimately to fulfill our mission by 1) providing a comprehensive educational foundation, 2) cultivating a passion for

learning, 3) honoring the unique qualities and strengths of our students, and 4) challenging our students to attain their full potential.

## LCAP Highlights

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

Based on our Strategic Plan, the Local Control Accountability Plan goals and initiatives provide the strong foundation to support student learning and achievement, school climate, English language learners, and parental involvement and support.

**Goal 1:** Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the “whole child.” Staff will utilize instructional best practices and multiple assessments measures to equip every student with the skills necessary to succeed in an ever-changing world.

**Goal 2:** English learners will receive a relevant and rigorous curriculum, will make regular progress, and will achieve at levels similar to English only peers after a reasonable amount of time.

**Goal 3:** Montecito Union School will sustain a positive and respectful school culture that provides our students with the skills and dispositions necessary to thrive during a time of constant change. Students' character will be developed through meaningful interactions with and applications of the Habits of Mind. We will sustain a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust.

We renumbered the actions and services to streamline and add greater clarity to our plan while maintaining the same level or greater services

Montecito Union School continues to achieve in the top 1% of districts in California (State indicator). As a school committed to continuous growth and improvement, we will continue to focus on relevant, rigorous, and integrated curriculum so that all of our students have access to the highest standards. We will continue to monitor the achievement of each of our students. (Goal 1). We will continue to monitor the progress of our English language learners and will support their continual growth (Goal 2). We will also continue to focus on school culture, infusing the Habits of Mind seamlessly across the school (Goal 3).

## 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

According to the Fall 2017 Dashboard (State indicator), our suspension rate is “very low,” our English Language Arts achievement is “very high” and our Mathematics achievement is “very high.” We “maintained” these highest-level ratings in each category.

In the areas of English Language Arts and Mathematics achievement, every sub group (including socioeconomically disadvantaged, students with disabilities, English learners, and every statistically significant ethnic subgroup was rated as “high” or “very high.” Our Hispanic students “increased significantly” in the areas of both English Language Arts and Mathematics. Our English Learners “increased” in the area of Mathematics achievement. In addition, eight, or 100%, of our English Learners were reclassified after 5 continuous years of enrollment at Montecito Union School (State indicator). Students were reclassified using CELDT data, local indicators, and teacher and parent input.

Our most recent comprehensive survey to parents (local indicator) revealed much progress. 56% of all statements were rated either “Strongly Agree” or “Agree” by between 98 and 100% of respondents, with eight scoring a perfect 100. Support tended to be strong, with 85% of statements showing having more respondents select “Highly Agree” than “Agree.” This shows that support for MUS is both wide and deep. In addition, 82% of the time, scores improved as compared to the previous survey.

99% of respondents “Strongly Agreed” or “Agreed” that they were “satisfied with the quality of education at MUS.” 98% of respondents “Strongly Agreed” or “Agreed” that their “child looks forward to coming to school.” 98% of respondents “Strongly Agreed” or “Agreed” that “The school’s increased attention to character and student behavior has positively impacted the culture of MUS.” This is up from 90% the previous year. Between 95% and 99% of respondents “Strongly Agreed” or “Agreed” that they were satisfied with the following programs: reading, writing, spelling, math, social studies, and science. Math improved from 88% “Strongly Agree plus “Agree” to 95%. The “Special Programs” all rated between 98 and 100% “Strongly Agree plus Agree,” with the exception of Math Support and Enrichment which received 97%...up 15 percentage points from the previous year. The Administration/Offices scores for “Strongly Agree plus Agree” were all 97% and above. 9 of the 11 scores went up (3 of those by 5 percentage points or more), 1 stayed the same, and one declined (a single percentage point).

We understand that our constant focus on a growth mindset, lifelong learning, and professional development for our teachers greatly contributes to our student’s success and academic performance. This work is supported by our focus on the CCCS and alignment of instructional materials to enhance understanding of the expectations set in content standards.

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

Our suspension rate (State indicator) was low for the 2016-2017 school year, with two suspensions (compared to three in each of the previous two years). Our overall rating was “five out of five/highest performance/blue/very low,” an improvement from our previous rating of “four out of five/green/low.”

However, our socioeconomically disadvantaged student group was rated as “two out of five/medium/orange.” We dug deeply into the data to understand this score. This rating is due to two parts. First, we have 34 students in this category with one single student having been suspended one time during the reporting period. This results in a rate of 2.9% (a “medium” status). In addition, this reporting period saw an “increase” of 0.7% as compared to the previous year. This increase is not do to an increase in the number of suspended socioeconomically disadvantaged students as in this most recent reporting period and in the previous one, there was one student who had been suspended one time. Rather, the reason for the “increase” is because in this most recent reporting period, the number of socioeconomically disadvantaged students actually decreased, thus resulting in a 0.7% increase.

As our number of suspensions went down, our overall rating went up, and as the actual number of suspensions in the socioeconomically disadvantaged student group stayed at one, we believe the most prudent course is continue to monitor this specific student population, to continue to promote character development through the Habits of Mind and Mustang Circles, to work towards restorative justice, and to continue to use suspension only when these other techniques have failed or when a suspension is required by education code.

Our Mathematics Assessment Dashboard (State indicator) rates Montecito Union School as “very high” overall, and states that all students “maintained” their performance. That said, socioeconomically disadvantaged students and students with disabilities “declined significantly.” This bears additional study, scrutiny, and specific student support.

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

**As stated above:** Our suspension rate (State indicator) was low for the 2016-2017 school year, with two suspensions (compared to three in each of the previous two years). Our overall rating was “five out of five/highest performance/blue/very low,” an improvement from our previous rating of “four out of five/green/low.”

However, our socioeconomically disadvantaged student group was rated as “two out of five/medium/orange.” We dug deeply into the data to understand this score. This rating is due to two parts. First, we have 34 students in this category with one single student having been suspended one time during the reporting period. This results in a rate of 2.9% (a “medium” status). In addition, this reporting period saw an “increase” of 0.7% as compared to the previous year. This increase is not do to an increase in the number of suspended socioeconomically disadvantaged students as in this most recent reporting period and in the previous one, there was one student who had been suspended one time. Rather, the reason for the “increase” is because in this most recent reporting period, the number of socioeconomically disadvantaged students actually decreased, thus resulting in a 0.7% increase.

As our number of suspensions went down, our overall rating went up, and as the actual number of suspensions in the socioeconomically disadvantaged student group stayed at one, we believe the most prudent course is continue to monitor this specific student population, to continue to promote character development through the Habits of Mind and Mustang Circles, to work towards restorative justice, and to continue to use suspension only when these other techniques have failed or when a suspension is required by education code.

Additionally, our socioeconomically disadvantaged students and students with disabilities “declined significantly” in mathematics and this will be investigated and addressed. Like suspension rates, very small changes within a small subgroup can result in seemingly “significant” changes in test scores, even if in reality it is a natural change in one or two students.

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.

### Increased or Improved services

Montecito Union will continue to provide instructional support for English Language Learners with dedicated English Language teachers and small individual group instruction for these students. A commitment to ongoing professional development for these staff members is essential. The use of data and personalized instruction to support areas of growth are ongoing in collaboration with the work done by grade level teachers. We will have also charged our Math Specialist with specifically addressing data indicating that socioeconomically disadvantaged students and students with disabilities “declined significantly” in the area of mathematics, providing additional resources of time to study data as well as provide intervention.

## 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

\$12,013,578

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

\$673,111

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 total general fund expenditures not listed in the LCAP is approximately \$11,340,467 All expenditures related to the District's core educational program are among the expenditures not listed in the LCAP. The major portion of these expenditures includes teachers' salaries and benefits. Other expenditures include, administration and support staff. Other non-salaries and benefits expenditures would be facilities maintenance and operations, utilities, legal fees and property insurance. This description is not inclusive of the entire district budget. For more details on the entire school district budget, please visit our website in which the District's SACS budget documents are posted.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 11,258,707

# Annual Update

LCAP Year Reviewed: 2017-18

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

Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.

**Strategic Initiative #1: Student Learning and Achievement**

*Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child."  
Staff will utilize instructional best practices and multiple assessment measures to equip*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, & 8

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

**CAASPP ELA Scores** (State indicator)

Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard

MUS Achieved a "Very High" Rating with students scoring on average for than 45 points above expected, and in the "Blue" zone, meaning scores decline or improved by less than 3 points. Classroom instruction is clearly effective in supporting student success on state assessments.

**CAASPP Math Scores** (State indicator)

Overall school achieves at a minimum in the "High" or "Very

MUS Achieved a "Very High" Rating with students scoring on average for than 45 points above expected, and in the "Blue" zone,



Expected

Actual

	High” average distance from level 3 and in the “Green” zone of the Academic Indicator of the Math Dashboard	meaning scores decline or improved by less than 3 points. Classroom instruction is clearly effective in supporting student success on state assessments.
<b>No complaints on the annual County Office of Education Williams Act Review to include appropriately credentialed and assigned teachers and facilities maintained in good repair</b> (State indicator)	0 complaints	0 complaints filed in 2017-18, demonstrating compliance and satisfaction with teacher credentialing and effective maintenance of facilities.
<b>Benchmark assessments</b> (local indicator)	Administered and evaluated with 80% of students meeting benchmark expectations	Based on multiple measures, approximately 70-80% of students are meeting our benchmark expectations across subject areas. Administering and evaluating benchmarks assessments supports effective classroom instruction with teachers intimately understanding student strengths and needs
<b>Engaged, active and meaningful Professional Learning Community (PLC)</b> (local indicator)	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers	Survey given on 4/25/18 returned with 96% of staff agreeing or strongly agreeing that staff PLC meetings were “time well spent” and helped them improve as educators. Effective planning and implementation helped staff design and implement meaningful PLC activities and discussions to support timely and relevant curricular discussions.
<b>Integrated units in Science and Social Studies</b> (local indicator)	Each grade level team develops and implements 2 or more integrated units	Each grade level teams collaborated with multiple stakeholders and designed and implemented at least 2 highly effective integrated units with non-fiction literacy connections to science and social studies, allowing for efficiencies in time, deeper conceptual connections and engaging activities.
<b>Innovation Lab</b> (local indicator)	Functioning Innovation Lab that models science practices and	Accomplished. Each class has visited the Innovation Lab a minimum of 3 times this year, engaging in lessons focused on

Expected

Actual

cross-cutting concepts with trimester classroom visits

science practices and cross-cutting concepts. These visits further promoted and deepened meaningful STEM experiences aligned with NGSS

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor and adjust the instructional materials (ELA, Mathematics, NGSS, Social Studies, Technology) to further ensure alignment with New California State Standards</p> <ol style="list-style-type: none"> <li>1. Identify, refine and evaluate curricula through regular grade level PLC meeting structure, team days and whole staff professional development</li> </ol>	<p>Regular Wednesday whole staff PLC meetings and weekly grade level PLC meetings occurred throughout the year. Staff engaged in 3 whole staff professional development days (8/18/17, 8/21/17, &amp; 10/6/17). Individual grade levels scheduled up to 4 team days for continued monitoring and adjusting of instructional materials. This structure was effective in providing staff with meaningful time to plan lessons, reflect on and improve curricula, and analyze assessment data. Further refinement of our chosen curricula created more meaningful experiences for students, as well as more efficient use of staff time.</p>	<p>0</p>	<p>\$0</p>
<ol style="list-style-type: none"> <li>2. Continued curriculum development through collaboration with content specialists in science,</li> </ol>	<p>Regularly weekly meetings between administration and content specialists in science, math and technology. Content specialists also joined weekly</p>	<p>0</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
mathematics and technology	grade level PLC meetings to assisting in curriculum development. Utilizing content specialists was an effective support to classroom teachers in providing much need expertise and time to gather materials.		
3. Explore and identify potential NGSS adoption resources and materials	Continued to pilot and adopt NGSS resources, including but not limited to FOSS materials, Explore Learning, Gizmos, and Mystery Science. Collecting multiple resources to develop integrated units worked to create familiarity with various types and structures of curriculum, allowing for differentiation and ownership.	0	0
4. Grade level teams develop and implement 2 or more integrated units of non-fiction literacy with Science and/or Social Studies	Grade level teams collaborated with multiple stakeholders to design and implement highly effective integrated units with non-fiction literacy connections to science and social studies, allowing for efficiencies in time, deeper conceptual connections and engaging activities. Work was performed within regular work year, in addition to release days.	\$10,000 \$9,000 (1000) \$1,000 (3000)	\$10,000 \$9,000 (1000) \$1,000 (3000)
5. Incorporate study of new Social Studies Framework into professional learning opportunities, building familiarity and awareness of new standards	Social Studies Framework shared with teachers at grade level PLCs, where clear connections to literacy and non-fiction were seen. Connections between social studies and other	0	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	content areas worked to help educators make connections across content area, helping to create meaningful and effective lessons.		
6. Explore structures and furniture and develop curricular opportunities to restructure existing computer lab into an “innovation” lab focused on science and engineering practices and cross-cutting concepts	Purchased furniture and equipment and developed schedule sign-up process for use of innovation lab. Implemented before school use. Implemented multiple lessons per teacher designed by math, science and technology content specialists. All these worked to provide students with an interactive and exciting space for students to engage with STEM and NGSS concepts and curriculum.	\$10,000 (Fund 01) \$10,000 (4000)	\$10,000 (Fund 01) \$10,000 (4000)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor and adjust the Professional Learning Community structures, systems, and foci (integration, literacy, math, science, social studies) to further ensure alignment with New California State Standards and a relevant, rigorous, and integrated curriculum</p> <p>1. Conduct regular PLC structure three out of four Wednesday staff meetings to focus on instructional rigor and integration</p>	Regular Wednesday whole staff PLC meetings held, with a focus on supporting instruction in literacy, mathematics, science and integration. This structure was effective in providing staff with meaningful time to plan lessons, reflect on and improve curricula, and analyze assessment data.	0	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Monthly leadership steering committee meetings and release days as needed to guide the structure, forms and content of PLC implementation and direction	Teaching and Learning Collaborative (TLC) met monthly to guide structure, forms and content of staff PLCs, providing an effective means for incorporating staff input and experiences into decision-making processes, leveraging expertise of the staff.	\$10,000 (Fund 01) \$9,000 (1000) \$1,000 (3000)	\$10,000 (Fund 01) \$9,000 (1000) \$1,000 (3000)
3. Implementation of 6 full-day in-services focused on needs identified by TLC	Full-day in-services held, focusing on science, integration, and online assessment and data system (Illuminate), which broadened and deepened staff understanding of school programs. Having focused time with the entire staff helped move our school forward with momentum, providing a common experience for all staff.	0	0
4. Exploration, identification and implementation of outside professional development opportunities and presenters	Because of catastrophic events and implications to budget, outside presenters for professional development were not used.	\$5,000 (Fund 01) \$5,000 (5000)	0
5. Three content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom teachers	Content specialists regularly participated in grade level PLC to assist with planning units, co-teaching and gathering resources. Utilizing content specialists was an effective support to classroom teachers in providing much need expertise and time to gather materials. Our projected budget was estimated prior to the close of	\$478,515 (Fund 01) \$339,699 (1000) \$138,816 (3000)	\$490,523 (Fund 01) \$346,707 (1000) \$138,816 (3000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	negotiations and prior to the final statutory and health benefits costs were received.		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Utilize the results of assessments to inform teaching practices and instruction</p> <ol style="list-style-type: none"> <li>1. Training and implementation of student assessment system to evaluate student master in math, science, and reading</li> </ol>	<p>Teachers and support staff trained in use of Illuminate. Drop-in trainings and support sessions also regularly offered. Having focused time with the entire staff helped move our school forward with momentum, providing a common experience for all staff, while assigning particular staff members to manage the program effectively streamlined support and organization of the system.</p>	<p>\$5,000 (Fund 01) \$1,000 (1000) \$1,000 (2000) \$1,000 (3000) \$1,000 (4000) \$1,000 (5000)</p>	<p>\$5,000 (Fund 01) \$1,000 (1000) \$1,000 (2000) \$1,000 (3000) \$1,000 (4000) \$1,000 (5000)</p>
<ol style="list-style-type: none"> <li>2. Regularly scheduled and agendized benchmark assessment results evaluation and discussion at grade level and whole staff PLCs</li> </ol>	<p>Teachers analyzed benchmark writing samples together at grade level PLCs and release days and were required to input benchmark assessment data per trimester, allowing them to design effective lessons focused on specific needs of students.</p>	<p>0</p>	<p>0</p>
<ol style="list-style-type: none"> <li>3. Piloting data collection processes using existing resources to track student intervention progress (reading and mathematics)</li> </ol>	<p>Reading and math intervention progress tracked via the use of Google Sheets, providing real-time formative assessment results which were utilized to meet the specific needs of students</p>	<p>0</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	in a differentiated manner.		
4. Analysis and refinement of RTI systems and procedures	Moved child study notes, scheduling, and follow-up processes to an online model, utilizing Google Sheets and shared team access, facilitating communication and accountability as well as the overall efficiency and effectiveness of the child study process.	0	0
5. Implement and refine online assessment opportunities with CAASPP testing system and student assessment system	Teachers in grades 3-6 implemented multiple interim block assessments and spent grade level PLC time analyzing results and engaging in item analysis, allowing them to focus instruction and use time effectively.	0	0
6. Provide 3 release days per teacher to administer assessments and evaluate results	Teachers were given up to 3 release days to administer assessments and evaluate results. .	\$10,000 \$9,000 (1000) \$1,000 (3000)	\$10,000 \$9,000 (1000) \$1,000 (3000)

## 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.

Multiple structures and systems exist at Montecito Union to ensure teachers have ample opportunities to meet and continue to grow as professionals. Headed by a leadership steering committee (TLC), professional development opportunities are identified and prioritized. Resources are allocated and decisions are made at all levels to ensure we are analyzing student progress, identifying and refining curriculum, and reflecting on best practices for the MUS community.

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

Our students continue to perform extremely well on state assessments (State indicator). The staff feels strongly (local indicator) that PLCs are working well, with 96% of our staff agreeing or strongly agreeing that PLC meetings are time well spent and help them grow as teachers. Our Innovation Lab (local indicator) is up and running. We continue to analyze which benchmarks we require and how to best support teachers in the collection and analysis of benchmark assessment data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MUS did not engage outside professionals for professional development due to budget implications associated with the catastrophic events. Because of the significant loss of school days as well as anticipated budget reductions, this would not have been a good use of time or money this year. For action 2.5 our projected budget was estimated prior to the close of negotiations and without knowledge of increased statutory and health benefits. Extra release days for planning and sub costs contributed to our actual expenditures being higher than predicted in action 1.1. For integrating science units, the work was accomplished through regular school days, so extra pay was 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because of catastrophic events, evacuations, alternative campuses, and implications to our budget, we had less time and resources than expected to dedicate towards this goal (Action 2.4). However, strong progress was made in continuing to engage in the PLC process and constant growth and evolution of curriculum and pedagogy. In looking ahead, we reduced the excessively delineated number of sub-actions to make the plan more concise and meaningful. For example, rather than having six sub-actions under Action 1, we now have 3.



## Goal 2

English Learners receive a relevant and rigorous curriculum, making regular progress and achieving at levels similar to English-Only peers after a reasonable period of time

### Strategic Initiative #1: Student Learning and Achievement

*Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the “whole child.” Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.*

**Goal: Student Assessment** – Create an articulated school-wide assessment protocol using multiple measures for all subject areas: curriculum embedded assessment, performance assessment, standardized tests, and analysis of everyday student work and character development.

### Strategic Initiative #3: Technology in a 21<sup>st</sup> Century School

*Montecito Union School will prepare students and staff for the challenges of the 21<sup>st</sup> century by providing them with opportunities to develop technological literacy in a constantly evolving technological environment. Students and staff will develop the skills to use cutting edge tools in a safe, responsible and efficacious manner. Technology will enhance and support, educational experiences.*

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3 & 4

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

CELDT/ELPAC Scores and Reclassification Data (State indicator)

Overall EL students achieve at a minimum in the “High” or “Very High” progressing/reclassification rates and in the “Green” zone of

CELDT was administered in the fall, and data was used to assist in the reclassification of 8 of our students according ed-data.org. 100% of our EL students continuously enrolled for 5 years were reclassified. The district window for administering the ELPAC was March 12, 2018 to April 27, 2018. With testing complete, it will

Expected

Actual

	<p>the English Learner Dashboard</p>	<p>take 10-12 weeks to receive the test results. Therefore, the 2017/2018 ELPAC data will be included in the Annual Update for 2018/2019. Through the support of language specialists and classrooms teachers, effective interventions support students' reclassification.</p>
<p>CAASPP Scores (State indicator)</p>	<p>Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district</p>	<p>Our 27 English Learners performed on average 64.3 points above level 3 in ELA, or in the "Very High" range, similar to their English Only peers. In mathematics, English Learners scored on average 58.1 points above level 3, also in the "Very High" range. Classroom instruction is clearly effective in supporting English Learner success on state assessments.</p>
<p>Common Formative Assessments (local indicator)</p>	<p>Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district</p>	<p>Based on multiple measures, our English Learners achieve at levels similar to EO peers on common formative assessments, ranging from 80-90% proficiency depending on assessment. Coordinated support of classroom teachers, EL teachers, and families worked to differentiate instruction and allowed for English Learners to achieve at levels similar to their peers.</p>
<p>EL Progress (State indicator)</p>	<p>At least 75% of English Learners advance one level on CELDT/ELPAC</p>	<p>The district window for administering the ELPAC was March 12, 2018 to April 27, 2018. With testing complete, it will take 10-12 weeks to receive the test results. Therefore, the 2017/2018 ELPAC data will be included in the Annual Update for 2018/2019. All students continuously enrolled were reclassified after 5 years. Through the support of language specialists and classrooms teachers, effective interventions support students' progress and reclassification.</p>
<p>EL Reclassification Data (State indicator)</p>	<p>90% of students reclassified within 5 years of enrollment at MUS</p>	<p>All students continuously enrolled were reclassified after 5 years. Through the support of language specialists, families and classrooms teachers, effective interventions supported students' progress and reclassification.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Ongoing professional development related to implementation of ELA/ELD standards	EL teachers attended ELPAC training in 11/17 and 4/18, helping them to efficiently and appropriate administer the ELPAC	0	0
2. Implement collaborative approach to in and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists	Our English Language support teachers worked closely with one another and classroom teachers to design support both in class, in pull-out intervention, and small group work. Through the support of language specialists, families and classrooms teachers, effective interventions supported students' academic and language growth and development.	\$108,556 (Fund 01) \$77,926 (1000) \$30,630 (3000)	\$108,556 (Fund 01) \$77,926 (1000) \$30,630 (3000)
3. Regular meetings of the Language Acquisition Team to monitor the progress of English Learners	12/17 meeting cancelled due to fires. Meetings will be held in 5/18 and 6/18	0	0
4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (ELAC/SSC, translation of IEP documents, interpretation at IEP meetings and parent conferences,)	Translation offered and provided at parent conferences and IEPs. IEP documents translated to Spanish when needed. This support helped families feel welcome and supported, being partners in their child's education. Because translation occurred during	\$400 (Fund 01) \$400 (4000)	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	regular work hours, no extra funds were needed.		
5. Provide training, as available, to EL teachers on ELPAC implementation and analysis of data	EL teachers attended ELPAC training in 11/17 and 4/18, helping them to efficiently and appropriate administer the ELPAC. Because these trainings were offered by the County Office of Education for free, our expenses were limited to basic travel expenses.	\$4,000 (Fund 01) \$4,000 (4000)	\$250 (Fund 01) \$250 (4000)
6. Expose classroom teachers to ELD standards and provide training on Integrated ELD model and best practices to support language learners across disciplines	EL teachers presented research-based strategies to support English Learners in the general education setting at a PLC on 5/9/18, giving them effective strategies for immediate application in the classroom setting. Because this happened during regularly scheduled staff meeting time, no additional resources were needed.	\$4,204 (Fund 01) \$3,000 (1000) \$1,000 (3000)	0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Two English Language Development teachers attended multiple trainings on administration of the ELPAC as well as other ELD trainings. They trained school staff on 5/9/18 to discuss research-based approaches to supporting English Learners in the general education setting. Students continue to receive language support in collaboration with classrooms teachers and language specialists,

and perform very well compared to peers at MUS, and performing outstandingly when compared to English Learners across the state. Grade level teachers regularly work in teams to analyze student writing and compare the progress of language learners and English Only peers. MUS continues to work hard to ensure families of non-native speakers feel welcome and supported, with translation being offered at key school events such as parent conferences and IEPs.

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

Our model of utilizing two English learner instructors in collaboration with classroom teachers proved to be highly effective based on multiple measures. Students are consistently reclassified within 5 years and performing well above state averages on assessments. English Learners at Montecito Union continue to perform very well on state assessments (State indicator) at levels similar to English Only peers as well as on common formative assessments (local indicator). As we transition to ELPAC (State indicator), it will be important to monitor student progress on this new assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were less than expected in actions 1.4, 1.5 and 1.6. ELPAC trainings were held at the local County Office of Education at no charge. There was no need to pay for lodging or other costs. Other workshops were held at nearby, Ventura County Office of Education at no charge. Translations occurred during employees' regular work day.

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 of the implementation of the new ELPAC assessment and a different set of metrics, we were unable to measure growth of a "level", as the two assessments use different leveling criteria and descriptions. The district window for administering the ELPAC was March 12, 2018 to April 27, 2018. With testing complete, it will take 10-12 weeks to receive the test results. Therefore, the 2017/2018 ELPAC data will be included in the Annual Update for 2018/2019. With our multiple evacuations and cancelled school, our Language Acquisition Team did not meet as often as hoped, missing one meeting in December (Action 1.3). This goal has not been refined as others to continue to support our focus on the success of English Language Learners.

# Goal 3

Montecito Union School will create and sustain a positive and respectful school culture that provides our students with the skills and dispositions necessary to thrive during a time of constant change. Students' character will be developed through meaningful interactions with and applications of the Habits of Mind. We will create a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust.

### Strategic Initiative #1: Student Learning and Achievement

*Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.*

### Strategic Initiative #2: Global Perspectives

*Montecito Union School will provide our students with the skills and dispositions necessary to thrive during a time of constant change that includes increasing globalization, complex environmental challenges and the integration of cultures. We have a responsibility to heighten our students' global perspectives. We are committed to developing our students' character through meaningful interaction and participation in the world around them. We recognize the value of promoting a sense of social responsibility, environmental stewardship, empathy, humility, cultural understanding and a*

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6 & 8

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Student Survey Data – School Safety, Culture and Habits of Mind (local indicator)

90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind

On our annual California Healthy Kids Survey, scores range from 87-100% agreement on key indicators, such as feelings of safety at school (87%), having someone who really cares about them at school (100%), and agreeing that the school teaches students to care about each other (91%). Our schoolwide focus on culture has supported our growth in this area, helping to create a safe

Expected

Actual

		environment for students to learn
Parent Survey Data on school culture, safety and discipline (local indicator)	90% of families report that they agree or strongly agree on key indicators	99% of families agree that that they are satisfied with the quality of education at MUS and 98% said that their child looks forward to coming to school. 98% agreed that the school's increased attention on character and behavior has positively impacted school culture. Our actions have proven to create an improved school climate focused on respect and integrity.
Student suspension rates (State indicator)	Maintain 5 or fewer suspension days	0 suspensions (to date) in 2017-18 as a result of our effective focus on school culture, mindfulness, and restorative practices.
Student expulsion rates (State indicator)	Maintain 0 expulsions	0 expulsions (to date) in 2017-18 as a result of our effective focus on school culture, mindfulness, and restorative practices.
Unexcused absence rates (State indicator)	Maintain 1.1% unexcused absence rate	We had an 1.258 unexcused absence rate. Despite an expected significant increase in this rate due to fires and debris flow, this number was mitigated significantly proactive communication with families and effective implementation of independent study contracts.
Chronic absenteeism (State indicator)	Maintain 5 or fewer "Level 3" attendance letters per year	5 level 3 attendance letters sent in 2017-18. Improved tracking systems, proactive communication, an utilization of independent study contracts effectively limited the number of level 3 attendance letters needed.

**Actions / Services**

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

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor and adjust the character and discipline systems, and foci to further ensure facilitation of a positive and respectful school culture</p> <p>1. Provide training to certificated staff and classified staff on the Restorative Approaches Framework, character development and behavior management.</p>	<p>In-service day for classified staff and monthly trainings during meetings, on school culture, expectations, and behavior management. Monthly tools and resources provided to certificated staff for character education. Efforts resulted in clear communication of expectations and a more cohesive and supportive environment for students and staff.</p>	<p>0</p>	<p>0</p>
<p>2. Practice mindfulness and proactive dialogue circles 3-5 times per week in every classroom.</p>	<p>Guided mindfulness resources on monthly roadmaps are given to teachers for classroom use gave teachers efficient and effective tools and resources for implementing mindfulness throughout our schools. Setting expectations for teachers to implement classroom circles 3-5x/week worked to further support the thorough implementation of this work.</p>	<p>0</p>	<p>0</p>
<p>3. Refine the classroom-based sequence of behavioral interventions from a restorative framework.</p>	<p>Behavior interventions were updated at the start of 2017-18 school year for Tier 1 and 2 behavioral supports, providing clearer and more robust supports for students, creating a more aligned and effective system of supporting students through challenges.</p>	<p>0</p>	<p>0</p>
<p>4. Continue to monitor playground data on weekly basis</p>	<p>Data collection through iPads on a daily basis. Submitted and analyzed via Google Sheets, resulting in meaningful</p>	<p>\$1,250 (Fund 01) \$1,250 (3000)</p>	<p>0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	changes to policy, identification and implementation of further training needs, and targeted support to specific students. Through repurposing older iPads, funds were not needed to purchase or replace new iPads.		
5. Implement strategies for referral reduction and additional positive behavioral supports.	Restorative circles led by support staff for playground conflicts, reducing the number of referrals and growing student independence worked to both empower instructional support staff while also sending messages to students about respecting all adults on campus.	0	0
6. In collaboration with the Character Committee, refine Habits of Mind monthly roadmaps.	Character Committee and Assistant Principal worked to refine monthly road maps. Updated with new resources providing teachers with easy-to-use resources, creating common language and understandings, and proactive culture and behavior activities that helped to create a positive school culture. This work was completed during the regular work year in regularly scheduled meetings with certificated and/or classified staff eliminating the need for extra work time.	\$5,000 \$1,000 (1000) \$1,000 (2000) \$1,000 (3000) \$1,000 (4000) \$1,000 (5000)	0
7. Analyze suspension data and provide interventions to students at risk	Parent/Teacher meetings for significant discipline concerns. Tiered interventions implemented prior to	0	0

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

suspension. 0 suspensions this year. Proactive behavior supports, roadmaps and focused support helped support students in a proactive and collaborative nature as opposed to a punitive one.

## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Monitor and adjust attendance procedures and protocols to ensure families recognize the importance of school attendance

1. Assistant principal to personally connect with specific identified at-risk families to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences  
Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates

Meetings with at risk families in person or via phone, regular data collection and proactive communication for habitually late families, and weekly meetings with office staff to discuss attendance processes and concerns helped create an efficient and proactive approach to improving student attendance and reducing unexcused absences.

\$9,154 (Fund 01)  
\$6,695 (1000)  
\$2,459 (3000)

\$9,154 (Fund 01)  
\$6,695 (1000)  
\$2,459 (3000)

2. Implement SARB procedures, including 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> letters, Parent meetings, and developing individualized plans for at-risk students

Consistently implemented for the 2017-18 school year which helped create an efficient and proactive approach to improving student attendance and reducing unexcused absences

0

0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Analyze attendance data monthly looking for trends.	Attendance regularly monitored and analyzed. Attendance was impacted by fire and debris flow for the December, January, February and March months. Analyzing trends help us understand changes to attendance and identify systems improvement to create efficiencies.	0	0
4. Seek opportunities for attendance education through regular school communication such as weekly emails and teacher newsletters	Importance of attendance communicated to families via newsletters, weekly emails, formal letters, and teacher communication, helping to keep the importance of attendance on the forefront of families' minds.	0	0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Character education and attendance supports are given on a daily basis to staff, students, and families. On a regular basis, behavioral data is analyzed for suspensions, breaks, restorative meetings, and positive recognitions. Guided by the work of the Character Committee, continuity is established by common expectations for character program implementation, Mustang Expectations Day to train students and staff on expectations, and monthly character education roadmaps to help support teachers with resources.

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

Parent and student survey results (local indicator) indicate that students feel safe and school, feel that adults care about their success, and look forward to coming to school. Teachers report great improvements in overall school culture. Our unexcused absence rate (State indicator) was slightly higher than our goal, but with the numerous evacuations, fires, debris flows, and alternate campuses, we had many families that were forced to make hard choices about school attendance with a multiplicity of outside variables.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for actions 1.4 and 1.6 were less than expected, as iPads did not need to be purchased for data collection (repurposed older iPads) and no extra work days as anticipated were needed to plan for character initiatives.

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 looking ahead, we reduced the excessively delineated number of sub-actions to make the plan more concise and meaningful. For example, rather than having six sub-actions under Action 1, we now have 3. Our absences were slightly higher than hoped, but considering the Thomas Fire, debris flow, and multiple evacuations, this explains the heightened absences.

## Stakeholder Engagement

LCAP Year: 2017-18

### 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?

Multiple stakeholders were consulted in the analysis and development of the LCAP. Parents were asked to provide input at a school site council meeting held on 1/29/18 (which serves as the LCAP Advisory Committee) and as an agenda item at the April 17<sup>th</sup> school board meeting, where the public was asked to (and did) give input.

The following Board Meetings asked for input from the public and included conversations about topics and issues related to Goal 1:  
8/22/17

9/19/17, 10/17/17, 11/14/17, 1/4/18, 2/7/18, 2/20/18, 4/5/18, 4/17/18, 5/15/18

The following Board Meetings included conversations and members of the public were asked for input and received input in relation to issues related to Goal 2: 8/22/17, 9/19/17, 1/4/18, 2/7/18, 2/20/18, 3/5/18, 3/9/18, 4/5/18, 4/17/18, 5/15/18, 5/30/18

The following Board Meetings included conversations and input from the public about topics and issues related to Goal 3: 8/22/17, 9/19/17, 10/12/17, 10/17/17, 11/14/17, 1/4/18, 2/7/18, 2/20/18, 4/5/18, 4/17/18, and 5/15/18

The staff was asked to give LCAP input across multiple staff meetings, most recently on 4/25/18.

The LCAP draft was shared through email with staff, parents, and community members and all were asked to provide input and insight on the LCAP.

6<sup>th</sup> Grade students were asked to take a survey on November 29, 2018, with questions regarding school climate, bullying, enrichment activities, and how we can help students succeed academically.

## Impact on LCAP and Annual Update

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

Multiple stakeholders agreed on making the LCAP more “readable” by reducing the total number of sub-actions and make the plan more concise. Additionally, some language was adjusted to reflect that in certain areas, we are no longer “investigating” and “developing”, but rather are now “implementing” and “maintaining.”

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the “whole child.” Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.

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

State Priorities: 1, 2, 7, and 8

Local Priorities: none

### Identified Need:

1. Students receive research-based best practices in instruction with a rigorous, relevant and integrated curriculum linked to the California State Standards and Next Generation Science Standards
2. Develop, administer and analyze common formative assessments in ELA and Math
3. Students need to perform at high levels of proficiency on state exam

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
CAASPP ELA Scores (State Indicator)	Overall school 2015-16 data in the "Very High" range. No data on Change in Average Distance with 1 year of data	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard
CAASPP Math Scores (State Indicator)	Overall school 2015-16 data in the "Very High" range. No data on Change in Average Distance with 1 year of data	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the Math Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the Math Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the Math Dashboard
No complaints on annual County Off. of Educ. Williams Act Review to include appropriately credentialed and assigned teachers and facilities maintained in good repair (State Indicator)	0 complaints in 2016-17	0 complaints	0 complaints	0 complaints
Benchmark assessments (local Indicator)	Consistently administered in 2016-17 averaging 50%-75% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations
Engaged, active and meaningful Professional Learning Community (local Indicator)	2016-17 Annual survey questions shows 75%-85% agreement in positive attributes of PLC implementation	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers
Integrated units in Science and Social Studies (local Indicator)	In 2016-17, grade levels beginning to explore integrating Science, Math and Social Studies with non-fiction literacy units and activities	Each grade level team develops and implements 2 or more integrated units	Each grade level team refines 2 integrated units and develops 2 additional units of integration	Grade level teams developed year-long scope and sequence outlining thoughtful opportunities for integration of Science and Social Studies

Innovation Lab (local Indicator)	In 2016-17, lab currently set up as a typical computer lab with 24 computer stations arranged around the edge of the room	Functioning Innovation Lab that models science practices and cross-cutting concepts with trimester classroom visits	Functioning Innovation Lab with monthly classroom visits and connections to classroom learning	Functioning Innovation Lab with regular classroom visits and connections to classroom learning
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## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A

N/A

N/A



## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

Monitor and adjust the instructional materials (ELA, Mathematics, NGSS, Social Studies, Technology) to further ensure alignment with New California State Standards

1. Identify, refine and evaluate curricula through regular grade level PLC meeting structure, team days and whole staff professional development
2. Continued curriculum development through collaboration with content specialists in science, mathematics and technology
3. Explore and identify potential NGSS adoption resources and materials
4. Grade level teams develop and implement 2 or more integrated units of non-fiction literacy with Science and/or Social Studies
5. Incorporate study of new Social Studies Framework into professional learning opportunities, building familiarity and awareness of new standards
6. Explore structures and furniture and

### 2018-19 Actions/Services

Utilize the results of assessments to inform teaching practices and instruction

1. Providing professional development and materials and support as necessary, continue to implement and refine the following: A) student evaluation system to evaluate mastery in math, science, and reading, B) benchmark assessments, including analysis and discussion of results in a variety of settings, C) student data collection processes, and D) online assessment with both CAASPP and other student assessments
2. Analysis and refinement of RTI systems and procedures
3. Provide 3 release days per teacher to administer assessments and evaluate results
4. Three content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom teachers

### 2019-20 Actions/Services

Utilize the results of assessments to inform teaching practices and instruction

1. Providing professional development and support as necessary, continue to implement and refine the following: A) student evaluation system to evaluate mastery in math, science, and reading, B) benchmark assessments, including analysis and discussion of results in a variety of settings, C) student data collection processes, and D) online assessment with both CAASPP and other student assessments
2. Analysis and refinement of RTI systems and procedures
3. Provide 3 release days per teacher to administer assessments and evaluate results
4. Two content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom

2017-18 Actions/Services

develop curricular opportunities to restructure existing computer lab into an “innovation” lab focused on science and engineering practices and cross-cutting concepts

2018-19 Actions/Services

5. Math Specialist to continue to study of mathematics success and align intervention of socioeconomically disadvantaged students and students with disabilities

2019-20 Actions/Services

teachers  
5. Monitor mathematics success and aligned intervention by the Math Specialists of socioeconomically disadvantaged students and students with disabilities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000 (#1), \$10,000 (#6)	\$60,000 (Goal1 Action 1.1)	\$15,000 (Goal 1, Action1.3)
Source	General Fund (01)	General Fund (01) Unrestricted	General Fund (01) Unrestricted
Budget Reference	1000 (\$9,000), 3000 (\$1,000), 5000 (\$5,000)	\$50,000 (4000) Books and Supplies \$10,000 (1000, 3000) Certificated Salaries and Benefits	(1000, 3000) Certificated Salaries and Benefits
Amount		Goal 1, Action 2 has no cost	Goal 1, Action 2 has no cost
Source		N/A	N/A
Budget Reference		N/A	N/A
Amount		\$10,750 (Goal 1, Action 1.3)	\$299,304(Goal1, Action 1.4)
Source		General Fund (01) Unrestricted	General Fund (01) Unrestricted
Budget Reference		(1000,3000) Certificated Salaries and Benefits	(1000,3000) Certificated Salaries and Benefits

Year	2017-18	2018-19	2019-20
Amount		\$450,622 (Goal 1, Action1.4)	\$35,000 (Goal 1, Action1.5)
Source		General Fund (01) Unrestricted	These funds are from supplemental grant, General Fund (01)
Budget Reference		(1000, 3000) Salaries and Benefits	(1000, 3000) Salaries and Benefits
Amount		\$5,000 (Goal 1, Action 1.4)	
Source		General Fund (01) Unrestricted	
Budget Reference		(5000) Services and Other Expenditures	
Amount		\$30,000 (Goal 1, Action 1.5)	
Source		\$25,233 of above is from supplemental funds, remaining \$4,767 is from General Fund (01)	
Budget Reference		(1000,3000) Certificated Salaries and Benefits	

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

Modified Goal

## Goal 2

English learners will receive a relevant and rigorous curriculum, will make regular progress, and will achieve at levels similar to English only peers after a reasonable amount of time.

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

State Priorities: 2, 3, and 4

Local Priorities: none

### Identified Need:

1. All English Learner students receive instruction and curriculum that includes explicit and integrated English language development
2. Students with less than reasonable fluency (as defined by multiple metrics including CELDT, CAASPP scores and teacher input) in English receive individualized and small group instruction to support language acquisition
3. Provide culturally and linguistically relevant material (including technology) to help students access academic language and to achieve academic proficiency

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT/ELPAC Scores and Reclassification Data (State Indicator)	Overall EL students in the "Very High" range on the dashboard in 2015-16. No data on Change	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the "Green" zone of the	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the "Green" zone of the	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the

		English Learner Dashboard	English Learner Dashboard	“Green” zone of the English Learner Dashboard
CAASPP Scores (State Indicator)	Overall in the “Very High” range of the state dashboard in 2015-16. No data on Change	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district
Common Formative Assessments (local Indicator)	Students achieving at levels similar to English-Only peers, with 50-75% proficiency on benchmarks	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district
EL Progress (State Indicator)	50% of ELs advanced once level in 2016-17	At least 75% of English Learners advance one level on CELDT/ELPAC	At least 75% of English Learners advance one level on ELPAC	At least 75% of English Learners advance one level on ELPAC
EL Reclassification Data (State Indicator)	100% of students reclassified within 5 years of enrollment	90% of students reclassified within 5 years of enrollment at MUS	90% of students reclassified within 5 years of enrollment at MUS	90% of students reclassified within 5 years of enrollment at MUS

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All schools

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

## 2017-18 Actions/Services

1. Ongoing professional development related to implementation of ELA/ELD standards

2. Implement collaborative approach to in

## 2018-19 Actions/Services

1. Provide ongoing professional development and support related to 1) implementation of ELA/ELD standards, 2) ELPAC implementation, 3) analysis of ELPAC data, 4) Integrated ELD model and best practices to support language learners across disciplines

2. Implement collaborative approach to in

## 2019-20 Actions/Services

1. Provide ongoing professional development and support related to 1) implementation of ELA/ELD standards, 2) ELPAC implementation, 3) analysis of ELPAC data, 4) Integrated ELD model and best practices to support language learners across disciplines

2. Implement collaborative approach to in

2017-18 Actions/Services

and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists

3. Regular meetings of the Language Acquisition Team to monitor the progress of English Learners

4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (ELAC/SSC, translation of IEP documents, interpretation at IEP meetings and parent conferences,)

5. Provide training, as available, to EL teachers on ELPAC implementation and analysis of data

6. Expose classroom teachers to ELD standards and provide training on Integrated ELD model and best practices to support language learners across disciplines

2018-19 Actions/Services

and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists

3. Continue regular meetings of the Language Acquisition Team to monitor the progress of English Learners

4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (ELAC/SSC, translation of IEP documents, interpretation at IEP meetings and parent conferences)

5. Provide training, as available, to EL teachers on ELPAC implementation and analysis of data

6. Provide refined training to classroom teachers on Integrated ELD model and best practices to support language learners across disciplines

2019-20 Actions/Services

and out-of-class, 1-on-1, and small group support of English Learners

3. Continue regular meetings of the Language Acquisition Team to monitor the progress of English Learners

4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (ELAC/SSC, translation of IEP documents, interpretation at IEP meetings and parent conferences)

5. Provide training, as available, to EL teachers on ELPAC implementation and analysis of data

6. Provide advanced training to classroom teachers on Integrated ELD model and best practices to support language learners across disciplines

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,556 (#2) \$400.00 (#4) \$4,000 (#5) \$4,204 (#6)	\$1,350 (Goal 2, Action 1.1)	\$1,350 (Goal 2, Action 1.1)
Source	Fund 01 unrestricted	General Fund (01) Unrestricted	General Fund (01) Unrestricted
Budget Reference	1000 (\$77,926), 3000 (\$30,630), 4000 (\$400.00), 5000 (\$8,204)	(5000) Services and Other Expenditures	(5000) Services and Other Expenditures
Amount		\$109,389 (Goal 2, Action 1.2)	\$115,449 (Goal 2, Action 1.2) Supplemental Grant Funds
Source		Supplemental Grant Funds	Supplemental Grant Funds
Budget Reference		(1000, 3000) Certificated Salaries and Benefits	(1000, 3000) Certificated Salaries and Benefits
Amount		Goal 2, Actions 1.3 and 1.4 have no cost	Goal 2, Actions 1.3 and 1.4 have no cost
Source		N/A	N/A
Budget Reference		N/A	N/A
Amount		\$1,000 (Goal 2, Action 1.5)	\$1,000 (Goal 2, Action 1.5)
Source		General Fund (01) Unrestricted	General Fund (01) Unrestricted



Year	2017-18	2018-19	2019-20
Budget Reference		(4000, 5000) Books and Supplies, Other Services and Operating Expenses	(4000, 5000) Books and Supplies, Other Services and Operating Expense
Amount		Goal 2, Action 1.6 has no cost	Goal 2, Action 1.6 has no cost
Source		N/A	N/A
Budget Reference		N/A	N/A

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

Modified Goal

### Goal 3

Montecito Union School will sustain a positive and respectful school culture that provides our students with the skills and dispositions necessary to thrive during a time of constant change. Students' character will be developed through meaningful interactions with and applications of the Habits of Mind. We will sustain a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust.

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

State Priorities: 3, 5, 6, and 8

Local Priorities: none

## Identified Need:

1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff
2. A “Sense of safety” for students by fostering a culture of kindness, respect and integrity as written in the student pledge
3. Reduced student suspension rates.
4. Zero student expulsion rates.
5. Decrease unexcused absence rates
6. Decrease in chronic absenteeism

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey Data – School Safety, Culture and Habits of Mind (local Indicator)	87% of students report feeling safe at school	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind
Parent Survey Data on school culture, safety and discipline (local Indicator)	85% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators
Student suspension rates (State Indicator)	3 suspension days	Maintain 5 or fewer suspension days	Maintain 5 or fewer suspension days	Maintain 5 or fewer suspension days
Student expulsion rates (State Indicator)	0 expulsion days	Maintain 0 expulsions	Maintain 0 expulsions	Maintain 0 expulsions
Unexcused absence	Estimated 1.2%	Maintain 1.1%	Maintain 1.1%	Maintain 1.1%

rates (State Indicator)	unexcused absence rate	unexcused absence rate	unexcused absence rate	unexcused absence rate
Chronic absenteeism (State Indicator)	9 "Level 3" attendance letters	Maintain 5 or fewer "Level 3" attendance letters per year	Maintain 5 or fewer "Level 3" attendance letters per year	Maintain 5 or fewer "Level 3" attendance letters per year

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

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

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

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

Unchanged

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

Modified

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

Modified

#### 2017-18 Actions/Services

Monitor and adjust the character and discipline systems, and foci to further ensure facilitation of a positive and respectful school culture

1. Provide training to certificated staff and classified staff on the Restorative Approaches Framework, character development and behavior management.
2. Practice mindfulness and proactive dialogue circles 3-5 times per week in every classroom.
3. Refine the classroom-based sequence of behavioral interventions from a restorative framework.
4. Continue to monitor playground data on weekly basis
5. Implement strategies for referral reduction and additional positive behavioral supports.
6. In collaboration with the Character Committee, refine Habits of Mind monthly roadmaps.
7. Analyze suspension data and provide

#### 2018-19 Actions/Services

Monitor and adjust the character and discipline systems, and foci to further ensure facilitation of a positive and respectful school culture

1. Provide ongoing training, support, opportunities to collaborate, feedback, and opportunities to collaboratively refine the following practices and areas: 1) Restorative Approaches Framework, 2) character development, 3) behavioral management, 4) classroom-based behavioral interventions, 5) strategies for referral reduction, 6) strategies for positive behavioral support, and 7) Habits of Mind monthly roadmaps.
2. Practice mindfulness and proactive dialogue circles 3-5 times per week in every classroom.
3. Continue to monitor and analyze weekly playground data and suspension/expulsion data, providing support and interventions to students as needed.

#### 2019-20 Actions/Services

Monitor and adjust the character and discipline systems, and foci to further ensure facilitation of a positive and respectful school culture

1. Provide ongoing training, support, opportunities to collaborate, feedback, and opportunities to collaboratively refine the following practices and areas: 1) Restorative Approaches Framework, 2) character development, 3) behavioral management, 4) classroom-based behavioral interventions, 5) strategies for referral reduction, 6) strategies for positive behavioral support, and 7) Habits of Mind monthly roadmaps.
2. Practice mindfulness and proactive dialogue circles 3-5 times per week in every classroom.
3. Continue to monitor and analyze weekly playground data and suspension/expulsion data, providing support and interventions to students as needed.

interventions to students at risk		
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,250 (#4) \$1,250 (#6) \$3,750 (#6)	\$5,000 (Goal 3, Action 1.1)	\$5,000 (Goal 3, Action 1.1)
Source	Fund 01	General Fund (01) Unrestricted	General Fund (01) Unrestricted
Budget Reference	1000 (\$1,000), 2000 (\$1,000), 3000 (\$1,000), 4000 (\$2,250), 5000 (\$1,000)	\$4,000 (1000-3000) Certificated and Classified Salaries and Benefits \$500 (4000) Books and Supplies \$500 (5000) Services And Other Operating Expenditures	\$4,000 (1000-3000) Certificated and Classified Salaries and Benefits \$500 (4000) Books and Supplies \$500 (5000) Services And Other Operating Expenditures
Amount		Goal 3, Actions 1.2 and 1.3 have no cost	Goal 3, Actions 1.2 and 1.3 have no cost
Source		N/A	N/A
Budget Reference		N/A	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 134,622

4.17%

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 Montecito Union School District is a Basic Aid/Community Funded LEA with current revenues above the State-funding target for the Local Control Funding Formula (LCFF). Therefore, the District receives no increase in State funds based on the number or concentration of low income, foster youth and English Learner pupils. For the 2018-19 Local Control Accountability Plan (LCAP) year, the District has calculated \$134,622 based on the assumption that the LCFF will be funded at 100%, as the amount of current ongoing revenue equivalent to the value of additional supplemental funding provided by the State to Districts being funded through the LCFF. This is a 4.17% increase from 2017-2018. The expenditure of these funds will directly support low income and English Learner pupils.

Montecito Union allocates .65 Fulltime Equivalent to support exclusively English Language Learners. The allocation is for support of 23 EL students. The cost to provide these services is \$109,389. In addition, the District also provides a .18 FTE Math Teacher to give support to low income students. The total cost for these services is \$139,389, which exceeds the estimated increase of the additional supplemental funding by the State to LCFF funded schools by \$4,767 which is covered by the General Fund (Fund 01).

Montecito Union School District is in compliance with its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. However, the District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and Foster Youth (no students currently) population.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$ 74,236

2.36 %

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 Montecito Union School District is a Basic Aid/Community Funded LEA with current revenues above the State-funding target for the Local Control Funding Formula (LCFF). Therefore, the District receives no increase in State funds based on the number or concentration of low income, foster youth and English Learner pupils. For the 2017-18 Local Control Accountability Plan (LCAP) year, the District has calculated \$74,236 as the amount of current ongoing revenue equivalent to the value of additional supplemental funding provided by the State to Districts being funded through the LCFF. This is a 2.36% increase from 2016-17.

The expenditure of these funds will directly support low income and English Learner pupils.

Montecito Union allocates .7 Fulltime Equivalent to support exclusively English Language Learners. The staffing allocation is for support of 31 EL students.

This staffing level allows us to have individualized and small group instruction Funds allocated for a 70% EL FTE to work towards this goal is reflected above and represent a 8.3% increase from the previous year. This staffing allocation cost is \$117,160. This exceeds the supplemental and concentration grant fund expenditures by \$42,924.

Montecito Union School District is in compliance with its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. However, the District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and Foster Youth (no students currently) population.



# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/ac/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

#### Actions/Services

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

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

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

### **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address



how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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