

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
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2017-20 Plan Summary

The Story

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

Vision

Jefferson Charter Academy offers a rigorous dual language immersion educational program for students in Kindergarten through 8th grade who would like to pursue their interest and talent in the area of science. By the completion of their 8th grade year students will be bilingual and literate in both English and Spanish. Students will receive theoretical and real-world learning experiences to prepare and inspire all of them to meet the challenges and expectations of the global society. Students will leave the program prepared to successfully enter, participate, and complete STEM and foreign language courses in high school. Jefferson Charter Academy will achieve this vision through an educational program that:

- Fosters language fluency and literacy in Spanish and English through a dual language immersion instructional model.
- Provides a strong science program that develops solid foundational skills in all students while stimulating their interest and confidence in later grades.
- Teaches students how to better learn and apply new knowledge from an interdisciplinary science approach while focusing on overarching questions or problems that are relevant to students' experiences and community.
- Prepares students to become leaders and innovators, which is essential for success in a 21st century marketplace. Through exploratory real-life problem solving, students gain a greater understanding and awareness of various types of careers to help them make important decisions about their futures.
- Incorporates meaningful project-based and inquiry based learning that ties to the community and is rooted in discovery, innovation, manipulation of ideas, and the integration of all core subjects with emphasis on science.

- Encourages students to play an active role in their community and look for ways to benefit and support their local area. Guide students to discover and solve real-world problems that have multiple solutions through learning that is real, purposeful, and useful to them.
- Establishes connections and partnerships with local colleges, community organizations, businesses, and individuals who are experts in the fields of science.

Jefferson Elementary School is one of nine elementary schools operated by the Hanford Elementary School District. Hanford, the county seat of Kings County, is located in Central California and is a key city in the 21st congressional district. Jefferson Elementary School demographics reflect the congressional district with a high number of students living in poverty, increasing cases of students with chronic health concerns, and overall academic performance below established expectations.

LCAP Highlights

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

The key features of the Jefferson Charter Academy LCAP stem from the school's five overarching goals.

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.
3. The district will hire, support, and retain qualified teachers, support staff, and administrators.
4. Students will attend a safe, well maintained school and will have access to standards aligned materials.
5. Communication between schools and home will be regular and meaningful.

With these five goals as a focus, the school provides services to students that are designed to provide the academic, social, and leadership supports necessary for them to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Services provided to students under each goal are as follows:

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Under Goal 1, students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards-aligned instruction. Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

Goal 2: All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

A Learning Director provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, and foster youth receive additional support.

3. The district will hire, support, and retain qualified teachers, support staff, and administrators.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years.

4. Students will attend a safe, well maintained school and will have access to standards aligned materials.

Under Goal 4, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students.

5. Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the school's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and School Site Council.

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

Jefferson Charter is most proud of the following:

In English Language Arts, student performance was at level 5 (Blue- Very High).

In Math, students performance was at level 5 (Blue- Very High).

The English Learner Progress indicator was at level 5 (Blue-High).

Our suspension rate for all students and groups (Hispanic, White, English Learners, and Socioeconomically disadvantaged students) was very low (0%) / performance level 5 (blue). Jefferson did not suspend any students in 2016-2017.

To maintain our progress and success, Jefferson Charter plans to continue doing the following:

Jefferson will continue to utilize our Wednesday's for teacher collaboration to develop our unit of study in Science with an integrate of ELA (reading/ writing) and math. The teaching staff will teach engaging and high interest content lessons throughout the year. Lessons/ units of study will include many hands-on projects, high level questions, group tasks/ conversations, and many visuals/ charts throughout the day. The staff will continue to receive professional development from TCOE Science consultant throughout the year. Staff will continue to attend professional development offered by the district and throughout California around Math, ELA, Science, and Bilingual Education (CABE,

STEM conference, CPM, etc.). Leadership team will continue to observe classroom lessons and provide teachers with feedback and next instructional steps. Teachers will continue to share best practices with the teaching staff during faculty meeting and classroom observations. In November, Leadership Team and teachers will discuss at-risk students and next steps. Leadership team and staff will communicate with parents to develop an action plan for student(s) at-risk. Teachers consistently communicate with parents (through ParentVue/ Progress Reports) about their child's academic progress (behavior - if necessary).

Teachers and Leadership team will continue have conversations, presentations, and read alouds about school rules, behavior expectations, and school routines. The school counselor and leadership team will continue to identify students with emotional / social needs. School counselor will continue to meet with students that struggle with behavior or social skills.

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

Jefferson Charter's greatest need continues to be our English Language Learners in English Language Arts. In language arts the overall performance level for our English Learners is level 4 (Green). Our English Learners are 24.5 points above level 3 and had a slight decrease/ drop of -1.2 points from last year to this year. In English Language Arts, the overall performance for all our students is level 5 (Blue). In the Smarter Balance assessment, 63% of our English Learners nearly met/ not met standards in English Language Arts. Overall, our English Learners are academically performing below their peers (White/ Hispanic students) in English Language Arts.

Jefferson Charter will take the following steps to address the needs of our English Learners in English Language Arts. Teachers will continue collaborating with Science consultant to develop hands-on activities and units of study in Science that integrate reading, writing, listening, and speaking. Teachers will continue to develop students' English and vocabulary through cooperative groups and classroom discussions. Teachers will use many scaffolds and supports (visuals, instructional charts, graphic organizers, cognates, native language, etc.) to help students comprehend language, content, and state standards. Teachers will continue to provide small group support in English Language Arts to English Learners that are struggling with concepts/ standards. All teachers will continue to provide integrated and designated ELD instruction to all English Learners using Science and other resources. English Learners that are not making progress will continue to receive after school or recess tutoring throughout the year- if funds are available.

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

Jefferson Charter Academy has no performance gaps. All student subgroups are in the Blue or Green in all areas.

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

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in A1.2 have provided low income students with a broad educational program containing these components. Under A1.2, unduplicated students are provided with instruction in art, music, and physical education.

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

\$4,364,180

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

\$598,300.00

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

Salaries and Benefits: \$2,372,958

Textbooks: \$22,000

Supplies: \$27,619

Utilities: \$56,500

Services: \$925,493

Equipment: 5,010

Other Outgo: \$356,300

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$4,136,982

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

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and

Actual

1.1 All instruction in core subject areas was aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. Jefferson received a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)

Expected

17-18

1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)

Baseline

1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations. Jefferson received a score of "Met" on the local indicator for standards implementation. (SP2)

1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 & 8)

1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations (SP 2)

Metric/Indicator

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 Sections 51210 and 51220(a)-(i), as applicable

17-18

1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7)

Actual

1.2 Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7A, 7B, 7C)

Expected

Baseline

Students received instruction in art, music, and physical education, and participated in these subjects in the 2016-2017 school year.

Therefore, the numbers of students, shown as participating in these programs below, shall serve as the baseline.

Approximately 150 students received art instruction and 284 students received music instruction at the two junior high schools in 16-17.

Approximately 4003 students in the elementary schools received art instruction in 16-17.

All students received the required number of minutes of physical education in 16-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students shall serve as the baseline.

Metric/Indicator

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described

17-18

1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)

Baseline

Students were enriched by art, music, and physical education, feel more engaged in school, and were motivated to achieve as a result of participating in these activities. Therefore, the HESD Survey results from 2016-2017 below shall serve as the baseline:

I think it is important to have art/music classes at my school. (90%, 96%)

My art/music class enriches (improves) my experience at school. (79%, 90%)

Being in art/music motivates me to come to school every day. (80%)

Learning about art/music adds value to my life. (60%)

Actual

1.2a

All EL Students received 30 minutes of designated ELD.

All low-Income students received instruction in ELA and math as measured by the HESD report to parents.

All foster youth received instruction in ELA and math as measured by the HESD report to parents.

(SP 7B)

Students were surveyed regarding art and music education. Overwhelmingly, students strongly agreed or agreed with the statements:

I think it is important to have art/music classes at my school. 90.98%, 83.73% Strongly Agree/Agree

My art/music class enriches (improves) my experience at school. 75.76%, 67.12% Strongly Agree/Agree

Being in art/music motivates me to come to school every day. 69.21%, 53.21% Strongly Agree/Agree

Learning about art/music adds value to my life. 70.7%, 65.71% Strongly Agree/Agree

Learning about art/music will help me in the future. 72.97%, 64.64% Strongly Agree/Agree

Expected

Metric/Indicator

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

c. English Language Development

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.

17-18

1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)

Jefferson will score "Met" on the local indicator for implementation of State Academic Standards.

Baseline

School site-based reviews in 2016-2017 that included classroom observations indicated that ELD instruction and materials were aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards. Therefore, the baseline shall be that:

All instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations.

Jefferson "Met" the local indicator for implementation of State Academic Standards. Therefore, this will be the baseline.

Actual

1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)

District and school-site level administration conducted school-site/classroom observations as part of the district's Instructional Cabinet. During these visits, evidence of ELD instruction and ELD/Common Core alignment to the standards was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool. HESD "Met" the local indicator for implementation of State Academic Standards.

Jefferson scored "Met" on the local indicator for implementation of State Academic Standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations</p>	<p>A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.</p> <p>Action 1.2 was successful in leading Jefferson toward meeting Goal #1, that students receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education. Students used technology in the classroom including ipads and laptop computers, were provided supplies and materials, and attended academic study trips.</p>	<p>Supplies, Materials 4000-4999: Books And Supplies LCFF/SC \$16,744</p> <p>1 Media Service Aide 2000-2999: Classified Personnel Salaries LCFF/SC \$34,075</p> <p>Student Technology 4000-4999: Books And Supplies LCFF/SC \$10,000</p> <p>Technicians for Student Technology 2000-2999: Classified Personnel Salaries LCFF/SC \$51,937</p> <p>Study Trips 4000-4999: Books And Supplies LCFF/SC \$14,500</p>	<p>Supplies, Materials 4000-4999: Books And Supplies LCFF/SC \$5,772</p> <p>1 Media Service Aide 2000-2999: Classified Personnel Salaries LCFF/SC \$34,904</p> <p>Student Technology 2000-2999: Classified Personnel Salaries LCFF/SC \$10,000</p> <p>Technicians for Student Technology 2000-2999: Classified Personnel Salaries LCFF/SC \$52,703</p> <p>Study Trips 4000-4999: Books And Supplies LCFF/SC \$14,500</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials</p>	<p>A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials</p> <p>Action 1.2 was successful in leading Jefferson toward meeting Goal #1, that students receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education. Students received instruction in these areas, which are important components of</p>	<p>Art Teachers & PE Teachers 1000-1999: Certificated Personnel Salaries LCFF/SC \$44,485</p> <p>.5 FTE Music Teachers 1000-1999: Certificated Personnel Salaries LCFF/SC \$46,002</p> <p>Music Supplies/Instruments 4000-4999: Books And Supplies LCFF/SC 21,620</p>	<p>Art Teachers & PE Teachers 1000-1999: Certificated Personnel Salaries LCFF/SC \$53,387</p> <p>.5 FTE Music Teachers 1000-1999: Certificated Personnel Salaries LCFF/SC \$46,002</p> <p>Music Supplies/Instruments 4000-4999: Books And Supplies LCFF/SC \$21,620</p>

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

Students to be Served

Low Income

Scope of Services

Schoolwide

Locations

a broad educational program, and as such, students received a broad educational program.

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.

Analysis Implementation:

Overall, the actions and services under Goal 1 were well implemented. Students were provided with a broad educational program that included English language arts, mathematics, science, history, visual and performing arts, and physical education.

Description of Implementation

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include English language arts, mathematics, science, history, visual and performing arts, and physical education. All junior high school students participated in these elective classes. Approximately 351 students chose art instruction and 267 students chose music instruction at the two junior high schools. Approximately 4003 students in the elementary schools received art instruction in 2017-2018.

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and in after-school sports.

District level leadership provided assistance, training, and support to schools ensuring that instruction and materials in all areas are aligned with the state adopted standards.

Successes in Implementation

All students received English language arts, mathematics, science, history, visual and performing arts, and physical education. Credentialed PE, music, and art teachers provided educational activities to students at the elementary and junior high schools.

Challenges in Implementation

While all students received English language arts, mathematics, science, history, visual and performing arts, and physical education, scheduling these activities so that students have choices, all instructional minutes requirements are met, and that there are no conflicts continues to be a challenge.

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

Analysis Effectiveness:

The actions and services under Goal 1 were effective overall in providing students with a broad educational program. Based on the actual annual measurable outcome data discussed under "Analysis Implementation" above, including:

The numbers of students participating in English language arts, mathematics, science, history, visual and performing arts, and physical education:

Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include English language arts, mathematics, science, history, visual and performing arts, and physical education. All junior high school students participated in these elective classes. Approximately 351 students chose art instruction and 267 students chose music instruction at the two junior high schools. Approximately 4003 students in the elementary schools received art instruction in 2017-2018.

The numbers of minutes of physical education instruction students received:

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and in after-school sports.

Student survey responses that overwhelmingly support the idea that participation these activities improved their experience at school, added value to their lives, will help them in the future; students received a broad educational program.

I think it is important to have art/music classes at my school.

My art/music class enriches (improves) my experience at school.

Being in art/music motivates me to come to school every day.

Learning about art/music adds value to my life.

Learning about art/music will help me in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures are a result of salary increases and/or placements of personnel on the salary schedule.

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.

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 2

All students (including all of the subgroups) will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

A. Statewide assessments

Actual

2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by performance on the CAASPP. (SP4)

School's status on the California School Dashboard ELA Indicator was:

+50.8 (Blue) Overall
+24.5 (Green) English Learners
+35.6 (Blue) Low-income Students
+39.6 (Blue) Hispanic
+88.9 (Blue) White

School's status on the California School Dashboard Mathematics Indicator was:

+35.5 (Blue) Overall
+15.8 (Blue) English Learners
+19.1 (Green) Low-income Students
+23.2 (Green) Hispanic
+70.4 (Blue) white

Expected

17-18

2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by performance on the CAASPP. (SP4)

School's status on the California School Dashboard ELA Indicator will be:

- +53 (Blue) Overall
- +26.6 (Blue) English Learners
- +34.2 (Blue) Low-income Students
- +41.4 (Blue) Hispanic
- +88.9 (Blue) White

School's status on the California School Dashboard Mathematics Indicator will be:

- +24 (Blue) Overall
- +1.0 (Green) English Learners
- +12.4 (Blue) Low-income Students
- +16.9 (Blue) Hispanic
- +42.8 (Blue) white

Actual

Expected

Baseline

2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by performance on the CAASPP. (SP4)

English Language Arts (From the California School Dashboard)

Overall: 52 Above Level 3 - 23.5 point growth (B)

English Learners: 25.6 Above Level 3 - 32.6 point growth (B)

Low-income Students: 33.2 Above Level 3 - 23.4 point growth (B)

Hispanic: 40.4 Above Level 3 - 23.8 point growth (B)

White: 87.9 Above Level 3 - 23.1 point growth (B)

Mathematics (From the California School Dashboard)

Overall: 23 Above Level 3 - 23.5 point growth (B)

English Learners: 1 Below Level 3 - 12.7 point growth (G)

Low-income Students: 11.4 Above Level 3 - 24.6 point growth (B)

Hispanic: 15.9 Above Level 3 - 24.5 point growth (B)

White: 41.8 Above Level 3 - 21.6 point growth (B)

Metric/Indicator

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

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;

E. The English learner reclassification rate;

17-18

2.2 School's status on the California School Dashboard English Learner Progress Indicator will be:

76.7 (Green)

Actual

2.2 School's status on the California School Dashboard English Learner Progress Indicator was:
78.1% (Blue)

Expected

Actual

Baseline

2.2 English Learners' Progress (From the California School Dashboard)
75.7% (G)

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>A2.1 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated</p> <p>Locations</p>	<p>A2.1 Learning Director provided leadership, training, and support for teaching staff in supporting English Learners.</p>	<p>33% Learning Director 1000-1999: Certificated Personnel Salaries LCFF/SC \$44,874</p>	<p>33% Learning Director 1000-1999: Certificated Personnel Salaries LCFF/SC \$45,752</p>

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.

The learning director provided leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement professional development that is targeted to individual school sites' needs.

Successes in Implementation

Jefferson implemented services leading students to proficiency on the state adopted standards. All students who are English learners received language support across all academic subjects. English learners also received specific instruction in learning the English language.

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

Based on data from the California School Dashboard, the actions and services under Goal 2 were effective overall. All student groups, including overall, were in the Blue or Green categories in all areas on the CA School Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures are a result of salary increases and/or placements of personnel on the salary schedule.

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.

Numeric targets will be discontinued going forward for CA Dashboard indicators in the Green or Blue categories. Targets will correspond with the CA School Dashboard's color-coded indicators where the expected performance is Green or Blue.

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 3

The district will hire, support, and retain qualified teachers, support staff, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

17-18

3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Actual

3.1 Jefferson has credentialed, qualified teachers who are correctly assigned in core academic classes. The district received a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Expected

Actual

Baseline

3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)

The district received a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.

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>A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.</p> <p>Data from the California School Dashboard indicate that low income students and English learners performed below "All Students" in both ELA and Math. Providing the teachers of low income students and English learners with training that includes strategies for supporting struggling students in ELA and math, training in providing language supports for English learners in all content areas, and training in providing designated English language</p>	<p>A3.1 Teacher qualifications were maintained and supported with leadership, professional development, clerical support, supplies and materials.</p> <p>Maintained Teachers who are new to the profession, who have a preliminary teaching credential, are provided with a new teacher induction program that includes professional development and mentoring/coaching. This program leads teachers toward attaining a California Clear Teaching Credential.</p> <p>Supported with Leadership</p>	<p>33% Learning Director 1000-1999: Certificated Personnel Salaries LCFF/SC \$44,874</p> <p>Teacher PD Days 1000-1999: Certificated Personnel Salaries LCFF/SC \$26,016</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$34,957</p>	<p>33% Learning Director 1000-1999: Certificated Personnel Salaries LCFF/SC \$45,751</p> <p>Teacher PD Days 1000-1999: Certificated Personnel Salaries LCFF/SC \$26,016</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$45,929</p>

development instruction ensures that these students receive specialized instruction targeted to their specific needs.

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

Students to be Served

- English Learners
- Low Income

Scope of Services

- Limited to Unduplicated

Locations

Learning Directors met regularly with the Assistant Superintendent of Curriculum & Instruction conducting an analysis of the achievement of students and instructional programs at their school sites. Learning directors met regularly with teachers at their school sites to assess their professional development needs.

Supported with Professional Development

Learning directors developed and implemented training for teaching staff at their schools. Learning directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers and administrators were supported with three full days of professional development including standards aligned mathematics instruction, math with a focus on supports for English learners, grammar and writing mechanics, utilization of the district's online science resources, physical education (for PE teachers), implementation of the newly adopted English language arts materials, technology, and art (for art teachers).

Supported with Supplies, Materials, Clerical

The beginning teacher support program was supported with clerical personnel, supplies, and materials.

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.

Analysis Implementation:

The actions and services under Goal 3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators.

Description of Implementation

Learning Directors developed and implemented training for teaching staff at their schools. Learning Directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers new to the profession, with preliminary teaching credentials, were provided with a beginning teacher support program that led toward the attainment of a professional clear credential. Teachers received three days of professional development.

Teachers were provided with ongoing-training, support, and in-class coaching through a Learning Director at each school site. Learning Directors support teachers at their school sites by assessing the specific professional development needs of teachers/grade level teams and providing that support directly or utilizing staff developers at county offices of education.

Successes in Implementation

All actions under Goal 3 were successfully implemented. Teachers received training and support. New teachers participated in the induction program.

Challenges in Implementation

A shortage of qualified, credentialed teachers in California continues to pose a challenge to the hiring and retention of qualified teachers.

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

Analysis Effectiveness:

The actions and services were effective overall leading toward achieving Goal 3-- that the district will hire, support, and retain qualified teachers, support staff, and administrators. HESD achieved the objectives in Goal 3. The district hired, supported, and retained qualified teachers, support staff, and administrators. Despite a teacher shortage, all teachers in the district met the credentialing requirements under California law, and there were no teacher miss-assignments. Teachers administrators and staff received a wide variety of professional development aligned with the objectives in the LCAP.

Hire:

All teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments.

Support:

Teachers and administrators were supported with three full days of professional development including standards aligned mathematics instruction, math with a focus on supports for English learners, grammar and writing mechanics, utilization of the districts online science resources, physical education (for PE teachers), implementation of English language arts materials, technology, and art (for art teachers).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis Material Differences:

The difference between budgeted and estimated actual expenditures are a result of salary increases and/or placements of personnel on the salary schedule.

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.

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 4

Students will attend a safe, well maintained school and will have access to standards aligned materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Basic Services addresses the degree to which:
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials

17-18

4.1 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)

Actual

4.1 All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution on 9/13/17. (SP1)

Expected

Baseline

4.1 The district had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was passed on September 14, 2016.

Metric/Indicator

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

- A. Pupil suspension rates
- B. Pupil expulsion rates

17-18

4.2 Jefferson's will remain in the "Very Low" level on the California School Dashboard Suspension Rate Indicator.

Jefferson's expulsion rate will be below 0.2%.

Baseline

4.2 Jefferson had zero suspensions and zero expulsions in 2016-2017.

Metric/Indicator

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

- A. School attendance rate
- B. Chronic absenteeism rates

17-18

4.3 Jefferson's Attendance Rate will be above 97%.

Jefferson's Chronic Absenteeism Rate will be below 2%

Actual

4.2 Jefferson remained in the Blue level on the California School Dashboard Suspension Rate Indicator: Jefferson did not suspend any students in the 17-18 School Year.

Jefferson's expulsion rate will be below 0.2%. Jefferson did not expel any students in the 17-18 school year.

4.3 Jefferson's Attendance Rate was above 97%. Jefferson's Chronic Absenteeism Rate was below 2%. Jefferson's chronic absenteeism rate was 0.7% in 16-17. Jefferson's estimated chronic absenteeism rate for 17-18 is 1.4%

Expected

Baseline

4.3 Jefferson's Attendance Rate was 98%

Jefferson's Chronic Absenteeism Rate was 1.95%

Metric/Indicator

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

C. Middle school dropout rates

17-18

4.3 There will be no middle school dropouts.

Baseline

4.3 Jefferson's Middle School Dropout Rate was zero.

Metric/Indicator

Priority 6: School Climate as measured by all of the following, as applicable:
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

17-18

4.4 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)

Based on the 17-18 California Healthy Kids Survey:
80% of elementary school students will respond that they feel safe at school all or most of the time.
79% of junior high students will respond that they perceive their school as safe or very safe.

Based on the 17-18 HESD Parent Survey:
98% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."

Actual

4.3 There will be no middle school dropouts.
There were no middle school dropouts.

4.4 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)

Based on the 17-18 California Healthy Kids Survey:
87% of elementary school students responded that they feel very safe at school all or most of the time.
65% of junior high students will responded that they feel safe at school.

Based on the 17-18 HESD Parent Survey:
95% of parents responded that they either strongly agree or agree with the statement, "My child is safe at school."

Expected

Baseline

4.4 Results of surveys from 15-16 and 16-17 indicate that students, parents and staff feel safe at school. Therefore, the baselines shall be:

The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys."

15-16 California Healthy Kids Survey:

78% of elementary school students feel safe at school all or most of the time.

77% of junior high students perceived their school as safe or very safe.

16-17 HESD Parent Survey:

98% of parents responded that they either strongly agree or agree with the statement, "my child is safe at school."

Actual

Metric/Indicator

Priority 1: Basic Services addresses the degree to which:
C .School facilities are maintained in good repair

17-18

4.5 Facilities are maintained and in good repair. Jefferson will receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)

Baseline

4.5 Facilities are maintained and in good repair.

Jefferson received a score of "Exemplary" on the 16-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.

4.5 Facilities are maintained and in good repair. Jefferson received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)

Actions / Services

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A4.1 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Foster Youth Low Income</p> <p>Scope of Services Limited to Unduplicated</p> <p>Locations</p>	<p>A4.1 Learning directors provided direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.</p> <p>Action 4.1 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. The academic and non-academic supports that students received under action A4.2 are foundational to a healthy school climate where students are safe. Learning directors provided direct support to students and coordinated services from support staff at school sites. The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly agree/strongly agree that students are safe at school on district surveys. Taken together, these metrics demonstrate healthy school climate where students feel safe and are safe.</p> <p>Academic Support</p>	<p>33% Learning Directors 1000-1999: Certificated Personnel Salaries LCFF/SC \$44,875</p>	<p>33% Learning Director 1000-1999: Certificated Personnel Salaries LCFF/SC \$45,752</p>

Learning Directors provided academic support to students by meeting regularly with teachers and providing support in the identification of students needing academic interventions. Learning Directors led teaching staff in the development and implementation of academic interventions for struggling students at their school sites.

Social Support
 Learning Directors provided social support to students by meeting regularly with teachers and providing support in the identification of students needing social support including health, counseling, and/or behavior support. Learning Directors coordinated these services ensuring that students needing these supports received them.

Foster Youth Coordinator
 Learning Directors served as the Foster Youth Coordinator at their school sites.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A4.2 School health professionals and counselors provide direct services to students to promote well-being and health, and	A4.3 School health professionals and counselors provided direct services to students to promote well-being and health, and	Portion of Nursing 1000-1999: Certificated Personnel Salaries LCFF/SC \$50,479	Portion of Nursing 1000-1999: Certificated Personnel Salaries LCFF/SC \$52,561

intervene with actual and potential health problems.

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

Students to be Served

Low Income

Scope of Services

Limited to Unduplicated

Locations

intervened with actual and potential health problems.

Evaluation:

Action 4.3 was successful in leading the district toward meeting Goal #4, that students will attend a safe, well maintained school and will have access to standards aligned materials. The non-academic supports that supported students under action A4.3 are foundational to a healthy school climate where students are safe. The district's suspension rate is falling and the district met its expected outcomes for suspension rate, expulsion rate, attendance rate, chronic absenteeism, and middle school dropout rate. Moreover, parents and students overwhelmingly agree/strongly agree that students are safe at school on district surveys. Taken together, these metrics demonstrate healthy school climate where students feel safe and are safe.

A Health Care Assistant (LVN) was in place at every school site. RNs supervised the LVNs and provided direct services to students with more serious health conditions.

1 Health Care Assistant 2000-2999: Classified Personnel Salaries LCFF/SC \$47,276

1 Health Care Assistant 2000-2999: Classified Personnel Salaries LCFF/SC \$48,320

Portion of Counselor 1000-1999: Certificated Personnel Salaries LCFF/SC \$19,777

Portion of Counselor 1000-1999: Certificated Personnel Salaries LCFF/SC \$22,205

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.

Analysis Implementation:

Actions under Goal 4 were well implemented overall with students attending safe, well maintained schools and having access to standards aligned materials.

Description of Implementation

Students had access to up-to-date and sufficient instructional materials. Learning Directors provided academic and social support to students. Students were served by health professionals, counselors, Student, Specialists, and School Resource Officers. Safety was ensured with maintenance, transportation, and yard supervision. Alternative education options were provided for at-risk students.

Successes in Implementation

Students were well served by these personnel. The barriers to school attendance and learning that many students face were reduced by the personnel and services provided under Goal 4.

Challenges in Implementation

Several Health Care Assistants (LVNs) resigned during the school year and replacements had to be hired and trained.

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

Analysis Effectiveness:

Overall, the actions and services under Goal 4 were effective in providing students with safe, well maintained schools and in providing access to standards aligned materials. The barriers to school attendance and learning that many students face were reduced by the personnel and services provided under Goal 4.

There were no suspensions or expulsions at Jefferson. Jefferson met targets for chronic absenteeism, attendance rate, middle school dropout rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.2 (A4.2) The expenditure for Portion of Counselor will be discontinued.

Action 4.2 (A4.2) An expenditure for Portion of Child Welfare and Attendance will be added.

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.

Action 4.2 will be Students Served/Scope of Services will be changed to:

Low Income/Schoolwide

Action 4.2 (A4.2) will be revised as follows: School staff provide direct services to students to promote well-being and health, and intervene with actual and potential health and attendance problems.

Action 4.2 (A4.2) The expenditure for Portion of Counselor will be discontinued.

Action 4.2 (A4.2) An expenditure for Portion of Child Welfare and Attendance will be added.

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 5

Communication between schools and home will be regular and meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Parental Involvement addresses:
B. How the school district will promote parental participation in programs for unduplicated pupils

Actual

5.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)

The district received a score of "Met" on the California Department of Education's Parent Engagement Local Indicator.

Parent/teacher conferences were attended at a rate of 98%.
98% of parents strongly agree or agree on the HESD Parent Survey that "[T]he Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."

100% of parents received a report card for their student.
95% of parents responded that "[T]he Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the on the HESD Parent Survey.

96% of parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards,

Expected

17-18

5.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)

5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)

5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)

Actual

notes, phone calls, progress reports, etc.)" on the on the on the HESD Parent Survey

Expected

Baseline

5.1 Parents received meaningful and timely communication on their students' progress/achievement. Therefore, the baseline shall be:

Jefferson received a score of "Met" on the California School Dashboard local indicator for "Parent Engagement."

98% of parents strongly agree or agree that "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards" HESD Parent Survey.

98% of parents responded that "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the HESD Parent survey.

98% of parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the HESD parent survey.

Metric/Indicator

Priority 3: Parental Involvement addresses:

B.How the school district will promote parental participation in programs for unduplicated pupils

17-18

5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)

Baseline

5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)

Actual

5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3)

Jefferson held academic and social parent involvement activities including literacy and math nights.

96% of parents agree or strongly agree with the statement: "[T]here are adequate opportunities for me to become involved in my child's school." on the district's Parent Survey.

Expected

Metric/Indicator

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

17-18

5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)

Baseline

5.3 Parents provided input into programs and services, both district-wide and at the school site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. Therefore, the baseline shall be:

All schools maintained a school site council and the council met regularly.

The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.

98% of parents strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations" on the HESD parent survey.

98% of parents strongly agree or agree with the statement "There are adequate opportunities for me to become informed about the school's programs."

Actual

5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)

Jefferson maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.

99% of parents strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations" on the HESD parent survey.

96% of parents strongly agree or agree with the statement "[T]here are adequate opportunities for me to become informed about the school's programs."

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>A5.1 Jefferson will provide parents with a variety of informational, training/educational, and social activities.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p>A5.1 The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress.</p> <p>Evaluation: Action 5.1 was successful in leading the district toward meeting goal #5, that communication between schools and home will be regular and meaningful. Parent/teacher conferences were attended at a rate of 98%. Parents strongly agree or agree on the HESD Parent Survey that "[T]he Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards." 100% of parents received a report card for their student.</p>	<p>\$0 \$0</p>	<p>\$0 \$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A5.2 Jefferson will provide parents with conferences, report cards, and other means of communication regarding students' progress.</p>		<p>\$0 \$0</p>	<p>\$0 \$0</p>

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

Students to be Served
All

Location(s)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A5.3 Jefferson will maintain the required committees for parent input.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p></p>	<p>\$0 \$0</p>	<p>\$0 \$0</p>

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.

Analysis Implementation:

The actions and services under Goal 5 were well-implemented with communication between schools and home being regular and meaningful.

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.

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The district's Parent Advisory Committee (PAC) continued to meet regularly throughout the school year. Each school site council elected a parent for the district PAC. The PAC met five times during the 16-17 school year. The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Spanish translation was available at each of the meetings. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding were presented to parents to facilitate the review and goal setting process. The PAC reviewed information and/or data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed.

Parent Advisory Committee
Dates Meeting Time Place
10/24/17 PAC Meeting #1
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

1/30/18 PAC Meeting #2
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

3/13/18 PAC Meeting #3
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

4/24/18 PAC Meeting #4
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

5/25/18PAC Meeting #5
9:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC). (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership.) At each DELAC meeting, members receive information and provide recommendations on the implementation of the LCAP. The DELAC reviews the achievement and progress of EL students in detail, including CELDT scores, reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs can be improved to increase the achievement of ELs.

DELAC Dates Meeting Time Place
10/25/17DELAC Meeting #1
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

1/31/18 DELAC Meeting #2
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

3/14/18DELAC Meeting #3
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

4/18/18 DELAC Meeting #4

10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA
5/30/18 DELAC Meeting #5
10:00 a.m.
District Office Boardroom
714 N. White St. Hanford, CA

The LCAP was an item on the school site council meeting agenda for either meeting #3 and #4. (Note that school site councils are comprised of parents and or community members, teachers, school personnel, and the site principal.) School site council members received information on student achievement relative to the state priorities. School site council members provide recommendations on the development and implementation of the LCAP

The LCAP is a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services. Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School Employee's Association (CSEA) meet and consult is held on the third Monday of each month.

The Kings County Office of Education in partnership with the California Youth Connection (CYC) a foster youth support and advocacy group, held a series of informational meetings on the needs of foster youth. HESD leadership including the Director of Program Development, the Director Facilities and Operations, and the district Foster Youth Coordinator attended these meetings. At these meetings, the specific needs and challenges of foster youth were presented and discussed.

A series of surveys were conducted, with both paper and online options, in English and Spanish, to provide parents, staff, students, and community members with the opportunity give input into the district's services and programs for Unduplicated students, to prioritize programs and services, and to give general input and ask questions related to these services and programs.

Surveys included:

The HESD Parent Survey (to all parents in HESD)
The Bright Bytes Technology Survey (to teachers, parents, students 3-8)
Healthy Kids Survey (to students 5,7)
HESD Art Survey (to students 7-8 in an art class)
HESD Music Survey (to students 7-8 in a music class)
READY Survey (to Students in the after-school program)

HESD LCAP Student Survey (to LCAP Focus Group students)

The district's Instructional Cabinet met monthly during the school year. At these meetings, administrators, Principals, Learning Directors, and other school personnel conducted analysis of the needs of students across the district and at individual school sites. The instructional cabinet provided input into the LCAP, based on analysis of students' needs.

Impact on LCAP and Annual Update

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

The parent advisory committee recommended that the district continue the following LCAP services to students:

Supplies, Materials, and Technology for School Sites
Staffed School Libraries Open Daily
Technicians Supporting Student Technology
Study Trips
Art Teachers and Related Supplies
Music Teachers and Related Supplies and Equipment
PE Teachers
After School Program Staff and Supplies

Support for Foster Youth
Leadership to Support English Learners

Professional Development for Teachers and Staff

Standards Aligned Instructional Materials
Coordination of Services to Students (Learning Directors)
School Nurses and Health Care Assistants

The DELAC recommended that the district continue or increase the following services:

Supplies, Materials, and Technology for School Sites
Staffed School Libraries Open Daily

Technicians Supporting Student Technology
Study Trips
Art Teachers and Related Supplies
Music Teachers and Related Supplies and Equipment
PE Teachers

Support for Foster Youth
Leadership to Support English Learners

Professional Development for Teachers and Staff

Standards Aligned Instructional Materials
Coordination of Services to Students (Learning Directors)
School Nurses and Health Care Assistants

Bargaining unit recommended that the district continue to provide:
Recruitment and retention of highly qualified staff
Professional development in implementing the Common Core Standards
Professional development in instruction for English learners, at-risk students, and students with disabilities
Access to standards aligned instructional materials and technology

Students who are foster youth (or former foster youth) along with Kings County foster youth representatives recommended continued or increased:

Monitoring of school placement and progress of foster youth
Transportation to school and to extra-curricular activities
Professional development for teachers and staff regarding the unique needs of foster youth
Access to additional instructional time including but not limited to after school tutoring
Access to technology, books, supplies, and materials

Students recommended that the district continue providing:
Good teachers who care about students and make learning fun
Access to technology
Maintaining/increasing/improving social, behavioral, and health services
Well maintained campuses where students are safe
Extracurricular activities
Field trips

Good food
Art, music, PE

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There is a need for students to receive a broad instructional program that is aligned to the state board of education approved Common Core Standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations.	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations.	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations.	1.1 All instruction in core subject areas is aligned to the Common Core Standards as evidenced by school-site based reviews that include classroom observations.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>for all students, which are:</p> <ul style="list-style-type: none"> a. English Language Arts – Common Core State Standards for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development d. Career Technical Education e. Health Education Content Standards f. History-Social Science g. Model School Library Standards h. Physical Education Model Content Standards i. Next Generation Science Standards j. Visual and Performing Arts k. World Language; and 	<p>Jefferson received a score of "Met" on the local indicator for standards implementation. (SP2)</p> <p>1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7 & 8)</p> <p>1.3 ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations (SP 2)</p>	<p>The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>	<p>The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>	<p>The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p>
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p>	<p>Students received instruction in art, music, and physical education, and participated in these subjects in the 2016-2017 school year.</p>	<p>1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of</p>	<p>1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of</p>	<p>1.2 Students receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable</p>	<p>Therefore, the numbers of students, shown as participating in these programs below, shall serve as the baseline.</p> <p>Approximately 150 students received art instruction and 284 students received music instruction at the two junior high schools in 16-17.</p> <p>Approximately 4003 students in the elementary schools received art instruction in 16-17.</p> <p>All students received the required number of minutes of physical education in 16-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students shall serve as the baseline.</p>	<p>students in art, music, and PE along with the number of minutes of PE students receive. (SP 7)</p>	<p>students in art, music, and PE along with the number of minutes of PE students receive. (SP 7)</p>	<p>students in art, music, and PE along with the number of minutes of PE students receive. (SP 7)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described</p>	<p>Students were enriched by art, music, and physical education, feel more engaged in school, and were motivated to achieve as a result of participating in these activities. Therefore, the HESD Survey results from 2016-2017 below shall serve as the baseline:</p> <p>I think it is important to have art/music classes at my school. (90%, 96%) My art/music class enriches (improves) my experience at school. (79%, 90%) Being in art/music motivates me to come to school every day. (80%) Learning about art/music adds value to my life. (60%)</p>	<p>1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p>	<p>1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p>	<p>1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p>
<p>Priority 2: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards</p>	<p>School site-based reviews in 2016-2017 that included classroom observations indicated that ELD instruction and materials were aligned with the State Board of</p>	<p>1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core</p>	<p>1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core</p>	<p>1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>for all students, which are: c. English Language Development 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.</p>	<p>Education Adopted 2012 ELD Standards and the Common Core Standards. Therefore, the baseline shall be that:</p> <p>All instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations.</p> <p>Jefferson "Met" the local indicator for implementation of State Academic Standards. Therefore, this will be the baseline.</p>	<p>Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)</p> <p>Jefferson will score "Met" on the local indicator for implementation of State Academic Standards.</p>	<p>Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)</p> <p>Jefferson will score "Met" on the local indicator for implementation of State Academic Standards.</p>	<p>Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)</p> <p>Jefferson will score "Met" on the local indicator for implementation of State Academic Standards.</p>

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)

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.

2018-19 Actions/Services

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.

2019-20 Actions/Services

A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, and materials, and study trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,744	\$5,803	\$5,803
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Supplies, Materials	4000-4999: Books And Supplies Supplies, Materials	4000-4999: Books And Supplies Supplies
Amount	\$34,075	\$32,184	\$34,115
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 1 Media Service Aide	2000-2999: Classified Personnel Salaries 1 Media Service Aide	2000-2999: Classified Personnel Salaries 1 Media Service Aide

Amount	\$10,000	\$10,000	\$10,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Student Technology	4000-4999: Books And Supplies Student Technology	4000-4999: Books And Supplies Student Technology
Amount	\$51,937	\$57,456	\$60,903
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries Technicians for Student Technology	2000-2999: Classified Personnel Salaries Technicians for Student Technology	2000-2999: Classified Personnel Salaries Technicians for Student Technology
Amount	\$14,500	\$14,500	\$15,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Study Trips	4000-4999: Books And Supplies Study Trips	4000-4999: Books And Supplies Study Trips

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.

A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,485	\$57,223	\$60,565
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries Art Teachers & PE Teachers	1000-1999: Certificated Personnel Salaries Art Teachers & PE Teachers	1000-1999: Certificated Personnel Salaries Art Teachers & PE Teachers
Amount	\$46,002	\$49,972	\$52,970
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries .5 FTE Music Teachers	1000-1999: Certificated Personnel Salaries .5 FTE Music Teachers	1000-1999: Certificated Personnel Salaries .5 FTE Music Teachers
Amount	21,620	21,644	21,500
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	4000-4999: Books And Supplies Music Supplies/Instruments	4000-4999: Books And Supplies Music Supplies/Instruments	4000-4999: Books And Supplies Music Supplies/Instruments

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on analysis of student achievement and analysis of the district's current core and supplemental EL programs using the California English Language Development Test (CELDT), there is a need for consistent, effective, research-based instruction in ELA, mathematics, and ELD.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments	2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by	2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by	2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by	2.1 Students make progress in mastering the required Common Core Standards in ELA and math. Progress will be measured by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>performance on the CAASPP. (SP4)</p> <p>English Language Arts (From the California School Dashboard) Overall: 52 Above Level 3 - 23.5 point growth (B) English Learners: 25.6 Above Level 3 - 32.6 point growth (B) Low-income Students: 33.2 Above Level 3 - 23.4 point growth (B) Hispanic: 40.4 Above Level 3 - 23.8 point growth (B) White: 87.9 Above Level 3 - 23.1 point growth (B)</p> <p>Mathematics (From the California School Dashboard) Overall: 23 Above Level 3 - 23.5 point growth (B) English Learners: 1 Below Level 3 - 12.7 point growth (G) Low-income Students: 11.4 Above Level 3 - 24.6 point growth (B) Hispanic: 15.9 Above Level 3 - 24.5 point growth (B) White: 41.8 Above Level 3 - 21.6 point growth (B)</p>	<p>performance on the CAASPP. (SP4)</p> <p>School's status on the California School Dashboard ELA Indicator will be: +53 (Blue) Overall +26.6 (Blue) English Learners +34.2 (Blue) Low-income Students +41.4 (Blue) Hispanic +88.9 (Blue) White</p> <p>School's status on the California School Dashboard Mathematics Indicator will be: +24 (Blue) Overall +1.0 (Green) English Learners +12.4 (Blue) Low-income Students +16.9 (Blue) Hispanic +42.8 (Blue) white</p>	<p>performance on the CAASPP. (SP4)</p> <p>School's status on the California School Dashboard ELA Indicator will be: (Blue) Overall (Blue) English Learners (Blue) Low-income Students (Blue) Hispanic (Blue) White</p> <p>School's status on the California School Dashboard Mathematics Indicator will be: (Blue) Overall (Green) English Learners (Blue) Low-income Students (Blue) Hispanic (Blue) white</p>	<p>performance on the CAASPP. (SP4)</p> <p>School's status on the California School Dashboard ELA Indicator will be: (Blue) Overall (Blue) English Learners (Blue) Low-income Students (Blue) Hispanic (Blue) White</p> <p>School's status on the California School Dashboard Mathematics Indicator will be: (Blue) Overall (Green) English Learners (Blue) Low-income Students (Blue) Hispanic (Blue) white</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;</p> <p>E. The English learner reclassification rate;</p>	<p>2.2 English Learners' Progress (From the California School Dashboard) 75.7% (G)</p>	<p>2.2 School's status on the California School Dashboard English Learner Progress Indicator will be: 76.7 (Green)</p>	<p>2.2 School's status on the California School Dashboard English Learner Progress Indicator will be: (Green)</p>	<p>2.2 School's status on the California School Dashboard English Learner Progress Indicator will be: (Green)</p>

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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)

English Learners

Limited to Unduplicated Student Group(s)

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

A2.1 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.

2018-19 Actions/Services

A2.1 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.

2019-20 Actions/Services

A2.1 Learning Directors provide leadership, training, and support for teaching staff in supporting English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,874	\$48,103	\$50,989
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% Learning Director	1000-1999: Certificated Personnel Salaries 33% Learning Director	1000-1999: Certificated Personnel Salaries 33% Learning Director

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

The district will hire, support, and retain qualified teachers, support staff, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

In order to ensure that students receive effective instruction, there is a need for fully credentialed, appropriately assigned teachers..

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)	3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	The district received a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.			

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.

Data from the California School Dashboard indicate that low income students and English learners performed below “All Students” in both ELA and Math. Providing the teachers of low income students and English learners with training that includes strategies for supporting struggling students in ELA and math, training in providing language supports for English learners in all content areas, and training in providing designated English language development instruction ensures that these students receive specialized instruction targeted to their specific needs.

2018-19 Actions/Services

A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.

Data from the California School Dashboard indicate that low income students and English learners performed below “All Students” in both ELA and Math. Providing the teachers of low income students and English learners with training that includes strategies for supporting struggling students in ELA and math, training in providing language supports for English learners in all content areas, and training in providing designated English language development instruction ensures that these students receive specialized instruction targeted to their specific needs.

2019-20 Actions/Services

A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.

Data from the California School Dashboard indicate that low income students and English learners performed below “All Students” in both ELA and Math. Providing the teachers of low income students and English learners with training that includes strategies for supporting struggling students in ELA and math, training in providing language supports for English learners in all content areas, and training in providing designated English language development instruction ensures that these students receive specialized instruction targeted to their specific needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,874	\$48,104	\$50,990
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% Learning Director	1000-1999: Certificated Personnel Salaries 33% Learning Director	1000-1999: Certificated Personnel Salaries 33% Learning Director

Amount	\$26,016	\$27,423	\$29,068
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher PD Days	1000-1999: Certificated Personnel Salaries Teacher PD Days	1000-1999: Certificated Personnel Salaries Teacher PD Days
Amount	\$34,957	\$45,929	\$45,929
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Students will attend a safe, well maintained school and will have access to standards aligned materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

There is an identified need that students attend a safe, well maintained school with access to standards aligned materials.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	4.1 The district had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual	4.1 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual	4.1 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual	4.1 The district has State Board of Education approved, Common Core Standards Aligned instructional materials in all classrooms as evidenced by the annual

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	HESD Board of Trustees Sufficiency of Instructional Materials resolution that was passed on September 14, 2016.	HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)	HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)	HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)
Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates	4.2 Jefferson had zero suspensions and zero expulsions in 2016-2017.	4.2 Jefferson's will remain in the "Very Low" level on the California School Dashboard Suspension Rate Indicator. Jefferson's expulsion rate will be below 0.2%.	4.2 Jefferson's will remain in the Blue level on the California School Dashboard Suspension Rate Indicator. Jefferson's expulsion rate will be below 0.2%.	4.2 Jefferson's will remain in the Blue level on the California School Dashboard Suspension Rate Indicator. Jefferson's expulsion rate will be below 0.2%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: A.School attendance rate B.Chronic absenteeism rates	4.3 Jefferson's Attendance Rate was 98% Jefferson's Chronic Absenteeism Rate was 1.95%	4.3 Jefferson's Attendance Rate will be at least 97%. Jefferson's Chronic Absenteeism Rate will be below 2%	4.3 Jefferson's Attendance Rate will be at least 97%. Jefferson's Chronic Absenteeism Rate will be below 2%	4.3 Jefferson's Attendance Rate will be at least 97%. Jefferson's Chronic Absenteeism Rate will be below 2%
Priority 5: Pupil Engagement as measured by all of the following, as applicable:	4.3 Jefferson's Middle School Dropout Rate was zero.	4.3 There will be no middle school dropouts.	4.3 There will be no middle school dropouts.	4.3 There will be no middle school dropouts.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Middle school dropout rates				
<p>Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>4.4 Results of surveys from 15-16 and 16-17 indicate that students, parents and staff feel safe at school. Therefore, the baselines shall be:</p> <p>The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys."</p> <p>15-16 California Healthy Kids Survey: 78% of elementary school students feel safe at school all or most of the time. 77% of junior high students perceived their school as safe or very safe.</p> <p>16-17 HESD Parent Survey: 98% of parents responded that they either strongly agree or agree with the</p>	<p>4.4 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p> <p>Based on the 17-18 California Healthy Kids Survey: 80% of elementary school students will respond that they feel safe at school all or most of the time. 79% of junior high students will respond that they perceive their school as safe or very safe.</p> <p>Based on the 17-18 HESD Parent Survey: 98% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p>	<p>4.4 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p> <p>Based on the 17-18 California Healthy Kids Survey: 82% of elementary school students will respond that they feel safe at school all or most of the time. 81% of junior high students will respond that they perceive their school as safe or very safe.</p> <p>Based on the 17-18 HESD Parent Survey: 98% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p>	<p>4.4 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p> <p>Based on the 17-18 California Healthy Kids Survey: 84% of elementary school students will respond that they feel safe at school all or most of the time. 83% of junior high students will respond that they perceive their school as safe or very safe.</p> <p>Based on the 17-18 HESD Parent Survey: 98% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	statement, "my child is safe at school."			
Priority 1: Basic Services addresses the degree to which: C .School facilities are maintained in good repair	4.5 Facilities are maintained and in good repair. Jefferson received a score of "Exemplary" on the 16-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.	4.5 Facilities are maintained and in good repair. Jefferson will receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)	4.5 Facilities are maintained and in good repair. Jefferson will receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)	4.5 Facilities are maintained and in good repair. Jefferson will receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)

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 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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)

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

A4.1 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.

2018-19 Actions/Services

A4.1 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.

2019-20 Actions/Services

A4.1 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social and health support. Learning Directors serves as the foster youth coordinator at their school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,875	\$48,104	\$50,990
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries 33% Learning Directors	1000-1999: Certificated Personnel Salaries 33% Learning Director	1000-1999: Certificated Personnel Salaries 33% Learning Director

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

A4.2 School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.

2018-19 Actions/Services

A4.2 School staff provide direct services to students to promote well-being and health, and intervene with actual and potential health and attendance problems.

2019-20 Actions/Services

A4.2 School staff provide direct services to students to promote well-being and health, and intervene with actual and potential health and attendance problems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,479	\$56,247	\$59,622
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of Nursing	1000-1999: Certificated Personnel Salaries Portion of Nursing	1000-1999: Certificated Personnel Salaries Portion of Nursing
Amount	\$47,276	\$51,539	\$54,631
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	2000-2999: Classified Personnel Salaries 1 Health Care Assistant	2000-2999: Classified Personnel Salaries 1 Health Care Assistant	2000-2999: Classified Personnel Salaries 1 Health Care Assistant

Amount	\$19,777		
Source	LCFF/SC		
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of Counselor		
Amount		\$24,069	\$25,513
Source		LCFF/SC	LCFF/SC
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Child Welfare and Attendance	1000-1999: Certificated Personnel Salaries Portion of Child Welfare and Attendance

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Communication between schools and home will be regular and meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

In order for parents/guardians to actively participate in their children's education, there is a need for home to school communication and parent/guardian involvement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement addresses: B.How the school district will promote parental participation in programs for unduplicated pupils	5.1 Parents received meaningful and timely communication on their students' progress/achievement. Therefore, the baseline shall be: Jefferson received a score of "Met" on the California School Dashboard local	5.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards,	5.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards,	5.1 Parents receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>indicator for "Parent Engagement."</p> <p>98% of parents strongly agree or agree that "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards" HESD Parent Survey.</p> <p>98% of parents responded that "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the HESD Parent survey.</p> <p>98% of parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the HESD parent survey.</p>	<p>and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p> <p>5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>	<p>and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p> <p>5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>	<p>and parent responses to questions regarding communication on district surveys. (SP 3 Involvement)</p> <p>5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at school site council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils</p>	<p>5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based as evidenced by district reviews of parent attendance at district and site activities. (SP 3 Participation)</p>	<p>5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p>	<p>5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p>	<p>5.2 Parents participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p>
<p>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</p>	<p>5.3 Parents provided input into programs and services, both district-wide and at the school site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. Therefore, the baseline shall be:</p> <p>All schools maintained a school site council and</p>	<p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>	<p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>	<p>5.3 Parents have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>the council met regularly.</p> <p>The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>98% of parents strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations" on the HESD parent survey.</p> <p>98% of parents strongly agree or agree with the statement "There are adequate opportunities for me to become informed about the school's programs."</p>			

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)

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action
Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

A5.1 Jefferson will provide parents with a variety of informational, training/educational, and social activities.

2018-19 Actions/Services

A5.1 Jefferson will provide parents with a variety of informational, training/educational, and social activities.

2019-20 Actions/Services

A5.1 Jefferson will provide parents with a variety of informational, training/educational, and social activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	\$0	\$0	\$0

Action 2

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

A5.2 Jefferson will provide parents with conferences, report cards, and other means of communication regarding students' progress.

2018-19 Actions/Services

A5.2 Jefferson will provide parents with conferences, report cards, and other means of communication regarding students' progress.

2019-20 Actions/Services

A5.2 Jefferson will provide parents with conferences, report cards, and other means of communication regarding students' progress.

Budgeted Expenditures

Year 2017-18

Amount \$0

2018-19

\$0

2019-20

\$0

Budget

Reference \$0

\$0

\$0

Action 3

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

A5.3 Jefferson will maintain the required committees for parent input.

2018-19 Actions/Services

A5.3 Jefferson will maintain the required committees for parent input.

2019-20 Actions/Services

A5.3 Jefferson will maintain the required committees for parent input.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	\$0	\$0	\$0

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$362,295

Percentage to Increase or Improve Services

9.6%

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).

2018-2019 School Year

The schoolwide services provided in the LCAP are principally directed toward unduplicated students and are effective in achieving Jefferson's five goals. Nearly fifty percent (48.82%) of Jefferson's students are Unduplicated. These Unduplicated students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive. Because of the high percentage of unduplicated students, and because it is more efficient and/or cost effective, the services discussed below are provided on a school-wide basis. Taken together, the school-wide services discussed below, along with the actions and services that are limited to unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above

Action 1.1 (A1.1) Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

Principally Directed Toward Unduplicated Pupils

Action 1.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:

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).

Pupils from low income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low income students.

Students from low income families may not have access to books, periodicals, or digital media at home. School libraries that are open and fully staffed during school hours provides low income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low income students, they have more access to reading, therefore, the amount of reading they do is increased.

Pupils from low income families may not have access to the technology that is essential for success in college and in today's workplaces. Providing low income students with increased access to technological resources including internet connected iPads and laptops ameliorates a barrier to a broad educational program that likely exists for low income students.

Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.1 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

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).

Most Effective Use of the Funds to Meet Goals for Unduplicated Pupils

Providing students with supplies, libraries that are open every day, technology, and academic study trips on a schoolwide basis is the most efficient, cost-effective, and equitable method for serving unduplicated students. Although students who are not unduplicated may use the library, attend study trips, use the computers, and access the other services under this action, the students who benefit the most, and who would do without these things if they were not provided by the school, are the unduplicated students.

Action 1.2 (A1.2) Art, music, and PE instruction is supported with staff, supplies, and materials.

Principally Directed Toward Unduplicated Pupils

Action 1.2 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:

Pupils from low income families may lack the resources to experience activities and/or courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. These activities and/or courses of study include art, music, physical education, and athletics. Providing students from low income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in A1.2 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

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).

Most Effective Use of the Funds to Meet Goals for Unduplicated Pupils

Providing students with art, music, and physical education on a schoolwide basis is the most efficient, cost-effective, and equitable method for serving unduplicated students. Although students who are not unduplicated may participate in the activities under this action, the students who benefit the most, and who would do without these things if they were not provided by the school, are the unduplicated students.

A4.2 School health professionals and counselors provide direct services to students to promote well-being and health, improve attendance, intervene with existing and potential health problems, provide social/emotional/behavior support.

Principally Directed Toward Unduplicated Pupils:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action 4.2 are principally directed toward Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students.

The services under Action 4.2 are principally directed to our low income students, improving and/or increasing services they receive in the following ways:

(Description of Services and Justification)

The services provided under Action 4.2 provide low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. Data from the California School Dashboard indicate that suspension rates for low income students are higher than for all students. Data from the California School Dashboard indicate that suspension rates for students who are foster youth are significantly higher than for all students. Data from the California Department of Education Dataquest indicate that low income students have a higher rate of chronic absenteeism than all students. Students who are foster youth have a significantly higher rate of chronic absenteeism than "All Students."

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).

Most Effective Use of Funds in Meeting Goals for Unduplicated Pupils:

The services provided to students under Action 4.2 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that Jefferson has suspended no students, therefore action 4.2 is effective.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$348,936

Percentage to Increase or Improve Services

10.38%

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).

2017-2018 School Year

The schoolwide services provided in the LCAP are principally directed toward unduplicated students and are effective in achieving Jefferson's five goals. Nearly fifty percent (48.82%) of Jefferson's students are Unduplicated. These Unduplicated students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive. Because of the high percentage of unduplicated students, and because it is more efficient and/or cost effective, the services discussed below are provided on a school-wide basis. Taken together, the school-wide services discussed below, along with the actions and services that are limited to unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

Action 1.1 (A1.1) Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.

Principally Directed Toward Unduplicated Pupils

Action 1.1 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:

Pupils from low income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low income students.

Students from low income families may not have access to books, periodicals, or digital media at home. School libraries that are open and fully staffed during school hours provides low income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low income students, they have more access to reading, therefore, the amount of reading they do is increased.

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).

Pupils from low income families may not have access to the technology that is essential for success in college and in today's workplaces. Providing low income students with increased access to technological resources including internet connected iPads and laptops ameliorates a barrier to a broad educational program that likely exists for low income students.

Pupils from low income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.1 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Most Effective Use of the Funds to Meet Goals for Unduplicated Pupils

Providing students with supplies, libraries that are open every day, technology, and academic study trips on a schoolwide basis is the most efficient, cost-effective, and equitable method for serving unduplicated students. Although students who are not unduplicated may use the library, attend study trips, use the computers, and access the other services under this action, the students who benefit the most, and who would do without these things if they were not provided by the school, are the unduplicated students.

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).

Action 1.2 (A1.2) Art, music, and PE instruction is supported with staff, supplies, and materials.

Principally Directed Toward Unduplicated Pupils

Action 1.2 is principally directed to our low income students, improving and/or increasing services they receive in the following ways:

Pupils from low income families may lack the resources to experience activities and/or courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. These activities and/or courses of study include art, music, physical education, and athletics. Providing students from low income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

Effective in Meeting the District's Goals for Unduplicated Pupils

The services provided to low income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in A1.2 have provided low income students with a broad educational program containing these components. Moreover, the number of students participating in these activities (See Annual Update 1.2), along with student survey data (See Annual Update 1.2a), indicate that students are receiving a broad educational program, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences.

Most Effective Use of the Funds to Meet Goals for Unduplicated Pupils

Providing students with art, music, and physical education on a schoolwide basis is the most efficient, cost-effective, and equitable method for serving unduplicated students. Although students who are not unduplicated may participate in the activities under this action, the students who benefit the most, and who would do without these things if they were not provided by the school, are the unduplicated students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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?

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