

# 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)

[California School Dashboard](#): 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.

The Pleasant Grove Joint Union School District serves approximately 175 students in grades TK-8. Our student body is comprised of about 60% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The number of students who qualify for free and reduced breakfast and lunch has varied from a high of 41% to 33% currently. Our EL population is 3%. Our first SBAC baseline results were strong with 60% of students meeting or exceeding standards in ELA and 54% of students meeting or exceeding standards in math. Our two significant subgroups are White and Socioeconomically Disadvantaged.

The Pleasant Grove Joint Union School District (PGJUSD) has a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. We are the only school in the Pleasant Grove School District. The school began serving students of the rural farming communities of South Sutter County in the mid 1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close knit, multigenerational farming community. Although we have strong roots in the past, we are a forward thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

Our vision is one of excellence in action and continuous learning, for all of us! We are not a complacent community of learners: everyone from community members to Board of Trustees to our custodians and bus drivers are integral to our success. We have partnerships with community groups such as 4-H, Kiwanis Club, and the local fire department who provide services for our students. Our parents are very supportive of and involved in our school as Parents' Club members and classroom volunteers. When moving to a standards-based system many years ago, our Parents Club and Site Council members were very instrumental in helping us move forward.

# LCAP Highlights

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

Through analysis of our state and local data and input from stakeholders, including staff, parents, community, and students we identified three goals for focus.

Goal 1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

Goal 2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Goal 3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

## Review of Performance

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

**Greatest Progress** The percentage of all students meeting the achievement standard on the spring 2018 Smarter Balanced ELA Assessment is 57% and 13 points above level 3 and 57% on the Math assessment and 6 points above level 3. According to the CA Schools Dashboard, our Academic Indicator for ELA status placed in the *High (Green)* performance category (Standard Met) and we maintained our status with 0.4-point change. The Academic Indicator for Math status placed in the *High (Green)* performance category (Standard Met) and the change was maintained with a slight increase of 4.3 points. The Socioeconomically Disadvantaged subgroup scored in the *High (Green)* performance category in Math having increased 13.6 points. Our increased focus on progress monitoring and providing early intervention supported these increases. See: Goal 1, Actions 1.3 and 1.4

The Local Indicators, Priorities 3 & 6, Parent Engagement and School Climate, were evaluated through stakeholder surveys. Data from a spring 2019 stakeholder survey indicated that 93.5% of parents rated that their involvement is valued and 76.6% rated that their input is valued, a 15% increase over last year. This year we will enhance our website and parent portals to keep parents and community informed. We will provide training and support for parents to access the information contained in our parent portal. See: Goal 3, Action 3.3

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

## Greatest Needs

Suspension rate is 1.5%. This rate placed in the High (Orange) performance category, having increased 1%. The White subgroup placed in the High (Orange) performance category with 2% being suspended at least once. This is an increase of 2%. The Socioeconomically Disadvantage subgroup placed in the Very Low (Blue) performance category.

We believe alternative discipline practices support students and make sure all students remain in class and have the opportunity to receive instruction from the classroom teacher. This year we will continue to focus on character traits and school-wide expectations with staff and students to decrease pupil suspension rates <1%. See: Goal 3, Action 3.3

The percentile of the Socioeconomically Disadvantaged subgroup scoring proficient in ELA on the Smarter Balanced Assessment is 43% and 10.5 point below standard, maintaining with -2.9 points. According to the CA Schools Dashboard, our Academic Indicator for ELA status placed the Socioeconomically Disadvantaged subgroup in the Low (Orange) performance category.

Research is compelling that Response to Intervention is effective in improving outcomes for all students, so the PGJUSD LCAP invests heavily in developing and implementing an RTI process that screens students to see who is at risk, provides instruction using research-based teaching strategies and programs, monitors the progress, and adjusts the strategies and programs being used when progress is not made.

We will refine our Early Warning and Progress Monitoring System so we can quickly identify students needing support and provide timely intervention. See: Goal 1, Action 1.3 We will provide interventions using research-based strategies and programs. See: Goal 1, Action 1.4

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

## Performance Gaps

Our performance gap is in the Academic Indicator in ELA. The status for All Students in ELA indicated a status of High, 13 points above 3 but a status of Low, 10.5 points below 3 for our Socioeconomically Disadvantaged subgroup. John Hattie’s 2017 research of factors that impact student learning indicates teacher estimates of student achievement has the highest impact on student learning. With that in mind, we will use a portion of our scheduled PD time to continue a study of Mindset. See Goal 1, Action 1.1

## Comprehensive Support and Improvement

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

### Schools Identified

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

None

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2, 4, 7

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>1.1 CA Schools Dashboard Academic Indicator for ELA and Math</b> ELA 15 points above level 3 Math 5 points above level 3	ELA 13 points above level 3 Math 6 points about level 3
<b>1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup</b> ELA at level 3 Math 25 points below level	ELA 10.5 point below level 3 Math 15.8 points below level
<b>1.3 Universal Assessment – Winter</b> ELA 50% Proficient Math 59% Proficient	ELA 40% Proficient Math 47% Proficient
<b>1.4 District teacher survey</b> ELA 75% Full Awareness of Standards and Framework Math 75% % Full Awareness of Standards and Framework	ELA 89% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework
<b>1.5 Highly Qualified Teachers Report, SARC report on teacher credentialing</b> 100%	100%

Expected

Actual

<p><b>1.6 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials 100%</b></p>	<p>100%</p>
<p><b>1.7 CELDT data/ELPAC data</b>  <b>We are waiting for ELPAC data from spring 2018 testing. This section will be updated when we receive scores.</b></p>	<p>Spring 2018 ELPAC Summative scores:          4 - 0%, 3 - 57%, 2 – 14%, 1 – 29%</p>

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Continue to provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies.</p>	<p>In addition to on-site professional development activities and coaching -              8/6/18 NGSS training for 6th grade teacher              10/2/18 NGSS training for 6th grade teacher              10/4/18 Academic Language of Math training for 8th grade teacher              10/16/18 Mathematical Mindset training for 8th grade teacher              10/17/18 Planning day for 3rd &amp; 5th grade teachers              10/29 &amp; 10/30 Social Studies training for 7th grade teacher              11/8 &amp; 15 &amp; 12/13 ERWC training 5th grade teacher              11/6/18 7th grade teacher social studies planning time              11/8/18 8th grade teacher at Language/ math training</p>	<p>a. \$71,224              b. \$21,671              c. \$3,500              d. \$660              e. \$2,000               Base               a. 1100 Certificated Teacher Salaries              b. 3000 Certificated Teacher Benefits              c. 1100 Substitutes Salary              d. 5200 Travel and Conference              e. 5800 Prof. Services</p>	<p>a. \$71,224              b. \$28,413              c. \$5,580              d. \$0              e. \$2,135               Base               a. 1100 Certificated Teacher Salaries              b. 3000 Certificated Teacher Benefits              c. 1100 Substitutes Salary              d. 5200 Travel and Conference              e. 5800 Prof. Services</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

11/13/18 2nd grade teacher - social studies planning time  
 11/14/18 3rd and 4th grade teachers - math planning time  
 11/27/18 8th grade teacher - math planning time  
 12/12/18 7th grade teacher - social studies planning time  
 12/12/18 6th & K grade teachers - planning time  
 12/13/18 6th & 4th grade teachers - planning time  
 12/14/18 2nd and 5th grade teachers - planning time  
 12/18/18 6th and 4th grade teachers - planning time  
 12/20/18 3rd & 8th teachers planning - time  
 1/8/19 Coach at NGSS training  
 1/15/19 1st & 2nd grade teachers at science training  
 1/16/19 3rd, 4th, & 5th grade teachers at science training  
 1/17/19 6th grade teacher at science training  
 1/29/19 Coach at science training  
 1/30-2/1 8th grade teacher at Illuminate conference  
 2/7/19 8th grade teacher at math training  
 3/28/19 7<sup>th</sup> grade teacher at social studies training  
 4/11/19 6<sup>th</sup> & 8<sup>th</sup> grade planning time  
 4/25/19 & 5/2/19 8<sup>th</sup> grade teacher at math training

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.</p>	<p>All students were provided with the necessary standards-aligned instructional materials. Nine classroom teachers delivered high quality instruction to all students, used standards-aligned assessments, and reported student progress toward meeting standards three times per year.</p>	<p>a. \$549,226 b. \$183,714 c. \$10,000 d. \$2,000 e. \$404</p> <p>Base a, b, c Title II d, e</p> <p>a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 4300 Instructional Supplies d. 1100 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits</p>	<p>a. \$548,708 b. \$220,775 c. \$4,331 d. \$2,000 e. \$404</p> <p>Base a, b, c Title II d, e</p> <p>a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 4300 Instructional Supplies d. 1100 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits</p>
<p>1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.</p>	<p>NWEA universal assessments are given three times per year in grades 108. Illuminate continued to be used as the data management system.</p> <p>Data meetings with staff took place on: October 15, 18, 24, 2018 February 19, 20, and 28, 2019</p> <p>Expenditures included: NWEA MAP license, Illuminate, subs to cover classes during data meetings</p>	<p>a. \$1,000 b. \$5350 c. \$3,700</p> <p>Base</p> <p>a. 1100 Substitutes Salary b. 5800 Prof. Services/Consulting c. 5200 Travel/Training</p>	<p>a. \$1,080 b. \$5,385 c. \$ 2,148</p> <p>Base</p> <p>a. 1100 Substitutes Salary b. 5800 Prof. Services/Consulting c. 5200 Travel/Training</p>
<p>1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.</p>	<p>Interventions and supports were maintained through the use of support staff. Two classes had a support person during their math period to support struggling students. Six 30-minute daily Tier III spots were utilized for students needing the most intensive interventions. In grades 3-5, the classroom teachers and an aide provided 30 minutes of intervention daily. Students in 1<sup>st</sup> and 2<sup>nd</sup> grades scoring in Intensive on fluency</p>	<p>a. \$56,889 b. \$24,375 c. \$5,500 d. \$18,328 e. \$6,040</p> <p>Supplemental a, b</p>	<p>a. \$ 66,401 b. \$ 15,550 c. \$5,265 d. \$ 18,328 e. \$ 7,103</p> <p>Supplemental a, b</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	assessments received 30 minutes of fluency intervention daily. A full-day kindergarten aide provided in-class support. A support staff member provided after-school intervention for one hour per day, four days per week until Winter Break.	Base c Title I d, e  a. 2100 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1100 Certificated Salaries e. 3000 Certificated Benefits	Base c Title I d, e  a. 2100 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1100 Certificated Salaries e. 3000 Certificated Benefits
1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.	Classroom teachers provided effective core instruction to English learners in addition to Designated and Integrated ELD instruction. All teachers received PD in Kate Kinsella’s Vocabulary Toolkit and teachers in grades 3-8 provided Vocabulary Toolkit instruction daily	a. \$5,500 b. \$250 c. \$4,636 d. \$ 1,416  Base a, b Supplemental c, d  a. 4300 Instructional Supplies b. 5200 Travel c. 1100 Certificate Salaries d. 3000 Certificated Benefits	a. \$5,137 b. \$ 0 c. \$ 4,636 d. \$ 1,869  Base a, b Supplemental c, d  a. 4300 Instructional Supplies b. 5200 Travel c. 1100 Certificate Salaries d. 3000 Certificated Benefits

## Analysis

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

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

Implementation of the actions and services effectively supported the achievement of Goal 1, *Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.* Successes included: professional learning time mainly



focused on high quality instruction of the CA standards and materials in mathematics, writing, and science; all students received ELA/ELD and mathematics instruction using CA standards-aligned instructional materials and were increasingly taught using NGSS standards-aligned lessons and materials; interventions and supports were maintained through the use of support staff; 100% of teachers were appropriately assigned and credentialed; and we maintained a broad course of study with 100% of students having access to standards-aligned instructional materials. During the 2018/19 school year, less than 3% of the students were English learners and all took the ELPAC in the spring of 2019. Challenges included training for all teachers in the Vocabulary Toolkit and having enough staff to provide intervention to students.

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

The actions/services in the 2018/19 LCAP were effective in the achievement of the goal, *Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction*. Professional learning time focused on the CA standards and materials in mathematics, writing, and science. Preliminary 2019 LCAP scores in ELA indicate 62% of students scored proficient, an increase from 57% in 2018. Implementing a data monitoring system and Tier 3 intervention has supported the Socioeconomically Disadvantaged subgroup to increase the percent proficient on spring MAP from 26% in 2018 to 39% in 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference of an increase in spending of \$30,874 in Action 1.2 was primarily due to an increase in statutory costs to employ that came after the 2018/19 LCAP was written and approved. There were no other material differences between budgeted expenditures and estimated actual expenditures in Goal 1.

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.

Expected Annual Measurable Outcomes adjusted based on 2018/19 Actual Outcomes:

CA Schools Dashboard Academic Indicator for ELA and Math from ELA 15 points above level 3 and Math 5 points above level 3 to ELA 15 points above level 3 and Math 10 points above level 3

Academic Indicator for Socioeconomically Disadvantaged subgroup for ELA and Math from ELA at level 3 and Math 25 points below level 3 to ELA 5 points below level 3 and Math 10 points below level 3

Universal Assessment – Winter from ELA 50% Proficient and Math 59% Proficient to ELA 45% Proficient and Math 50% Proficient

Action modified based on input from the Pleasant Grove Teacher's Association:

1.1 Changed from *Continue to provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies to Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.*

## Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Master Schedule VAPA integrated into 1 content areas	Teachers in grades TK-8 <sup>th</sup> incorporated art lessons into various content areas, taught units on dance in PE, and had students perform
Master Schedule Technology integrated into 1 content area	Teachers in grades 3-8 integrated technology into various content areas by having students research, present, and write using the classroom laptops. Students in grades TK-8 <sup>th</sup> use technology to take assessments and participate in intervention.
Survey Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 4

# Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.</p>	<p>In addition to teachers providing more VAPA activities in their classrooms, students in grades 1-8 participated in 1 time per week art instruction for a total of six weeks</p>	<p>a. \$1,750 b. \$650</p> <p>Base</p> <p>a. 5800 Prof. Services b. 4300 Supplies</p>	<p>a. \$1,750 b. \$418</p> <p>Base</p> <p>a. 5800 Prof. Services b. 4300 Supplies</p>
<p>2.2 Continue to provide teachers and students with technology access and tools to enhance and support curriculum.</p>	<p>Students in grades 3-8 have a laptop per student and our three primary classrooms share one lap-to cart. Technology instruction is provided to all students 1st - 8th grades through Learning.com and TK/K through ABC Mouse</p>	<p>a. \$10,431 b. \$ 2,938 c. \$ 7,600</p> <p>Base c Supplemental a &amp; b</p> <p>a. 2400 Technology Tech Salary b. 3000 Technology Tech Benefits c. 5800 Prof. Services</p>	<p>a. \$10,432 b. \$2,690 c. \$6,821</p> <p>Base c Supplemental a &amp; b</p> <p>a. 2400 Technology Tech Salary b. 3000 Technology Tech Benefits</p>
<p>2.3 Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.</p>	<p>Field trips included:            3<sup>rd</sup> Farm Day (science)            6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Pescadero State Park (science)            2<sup>nd</sup>/3<sup>rd</sup> IMAX/Railroad Museum            8<sup>th</sup> girls to STEM conference (science/math)            TK, K, 1<sup>st</sup> Bishop's Farm (science)            TK, K, 1<sup>st</sup> Woodcreek Nature Center (science)            4<sup>th</sup> Sutter's Fort (social studies)            3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> State Scientist Day (science)            Whole school swim party            8<sup>th</sup> grade Sunsplash trip            6<sup>th</sup> Shady Creek (science)</p> <p>Assemblies included:            Wild Things            Rideout Healthy Kids            Mathematical Madness (B Street Theater)            Pennies for Patients            End of trimester awards assemblies</p>	<p>a. \$200 b. \$1,000</p> <p><i>Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.</i></p> <p>Base</p> <p>a. 4300 Instructional Supplies b. 5800 Prof. Services</p>	<p>a. \$0 b. \$1,950</p> <p>Base</p> <p>a. 4300 Instructional Supplies b. 5800 Prof. Services</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Red Ribbon Week

Two after-school sports activities as well as a track/field day were provided to 6th-8th grade students. Technology-based activities included PowerPoint presentations and movies created by students; historical dramatizations; hands-on science; after-school dances for 6th-8th grade students; and Student Council.

## 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 actions/services for Goal 2, *Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking*, were successfully implemented in 2018/19. Successes included: grades 5-8 using Office 365 and grades 6-8, textbooks and student work are primarily accomplished via technology. One challenge was finding professional development in VAPA.

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

Implementation of the actions and services effectively supported the achievement of Goal 2. Staff used the adopted technology standards and program as a focus for technology instruction. Students in grades TK-5 received 60 minutes of technology/library instruction per week. Teachers in grades 6-8 used the curriculum in their weekly schedule. Teachers also provided expanded learning opportunities for students including field trips, after-school clubs, and technology-based learning. Students in grades 1-8 took part in 6 weeks of art instruction offered by an art instructor in addition to the increased VAPA activities in the classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted and actual expenditures for Goal 2.

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.

Expected Annual Measurable Outcomes adjusted based on 2018/19 Actual Outcomes:

Master Schedule from VAPA integrated into 1 content area to 1 six-week VAPA course.

Master Schedule from Technology integrated into 1 content area to TK-5<sup>th</sup> ½ hours of technology instruction per week and 6-8 technology integrated into 2 content area.

Survey from Classrooms using Office 365 Classroom – 2 to Classrooms using Office 365 Classroom – 4

Action modified based on stakeholder input:

Action 2.1 is being changed to remove PD in VAPA and to focus on bringing in VAPA instructors and/or curriculum for VAPA instruction.

## Goal 3

3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
3.1 Facilities Inspection Tool - Physical environment Increase to Exemplary	3.1 Facilities Inspection Tool - Physical environment Good
3.2 Middle School Dropout rate data Maintain 0%	3.2 Middle School Dropout rate data Maintained 0%
3.2 P2 District Chronic Absences Decrease to 1.5%	3.2 P2 District Chronic Absences 5.5%

## Expected

## Actual

<p>3.3 Pupil Suspension/Expulsion rate Maintain &lt; 1% Suspension rate Maintain 0% Expulsion rate</p>	<p>3.3 Pupil Suspension/Expulsion rate (Fall 2018 Dashboard) 1.5% Suspension rate - increased 1% 0% Expulsion rate</p>
<p>3.3 Stakeholder Survey - school safety                      Increase to &gt;90%</p>	<p>3.3 Stakeholder Survey - school safety 82.7% Decrease of 7.7%</p>
<p>3.3 Student Survey- school safety &amp; bullying Maintain &gt;95% feeling of safety Decrease to 20% bullying</p>	<p>3.3 Student Survey- school safety &amp; bullying 93.2% feeling of safety 8.8% bullying – Decrease of 13.2%</p>
<p><b>3.4 Stakeholder Survey Involvement valued, and Input valued</b> Involvement valued Maintain &gt;90% Input valued Increase to 65%</p>	<p>3.4 Stakeholder Survey Involvement valued, and Input valued Involvement valued 93.5% Input valued 76.6% - increase of 15%</p>

## Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Continue to maintain current facilities in a safe and operational manner.</p> <p style="padding-left: 40px;">Attain FIT report where condition is rated exemplary. Make repairs to facilities as needed</p> <p>Continue to maintain routine Restricted Maintenance Fund</p>	<p>October 2019 FIT report condition rated as "Good". We have maintained the 4 hour per day of increased maintenance.</p>	<p>a. \$15,361 b. \$ 9,702 c. \$ 37,200 d. \$53,930</p> <p>Base</p> <p>a. 2200 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Restricted Revenue</p>	<p>a. \$15,364 b. \$9,338 c. \$48,572 d. \$40,473</p> <p>Base</p> <p>a. 2200 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Restricted Revenue</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Monitor daily Attendance</p> <p>Maintain attendance monitoring/notification system Purchase new attendance system Train staff on new attendance system Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students</p>	<p>A new attendance system was purchased. Staff was trained on daily attendance, in addition to the monitoring/notification of attendance. Attendance or tardy letters are sent weekly.</p> <p>Home to school transportation is provided to all in-district students. Transportation is provided to inter-district students from a location at the edge of our boundary to school.</p>	<p>a. \$17,681 b. \$10,599 c. \$2,750 d. \$15,000 e. \$5,000</p> <p>Base</p> <p>a. 2200 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies</p>	<p>a. \$17686 b. \$10609 c. \$ 2,638 d. \$12539 e. \$ 5,077</p> <p>Base</p> <p>a. 2200 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies</p>
<p>3.3 Continue to support safety and a positive school climate.</p> <p>Review and adjust safe school plans to facilitate safer more positive school climate. Continue to provide instruction in Second Step and Steps to Respect Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates &lt; 1%.</p> <p>Continue to provide an updated web site.</p>	<p>December 2018 – The School Site Council reviewed and recommended the Safe School Plan. February 2019 the PGJUSD Board of Trustees reviewed and approved the Safe School Plan.</p> <p>Staff decided to emphasize one character trait per month.</p> <p>Staff reviewed and discussed the book, <i>Essential 55</i>, with the idea of having some school-wide expectations for staff and students. This is something that will be continued.</p> <p>In addition to the web site having an up-to-date calendar of activities we have emphasized the Parent Portal in our student information system as a way parents can stay contented.</p>	<p>a. \$2,688</p> <p>Base</p> <p>a. 5800 Prof. Services</p>	<p>a. \$1188</p> <p>Base</p> <p>a. 5800 Prof. Services</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.

Implementation of the actions and services effectively supported the achievement of Goal 3, *Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment*. Successes included: custodial and maintenance hours were maintained at their increased level; we closely monitored student attendance; and regularly communicated with parents regarding attendance and expanded our work on our school culture. One challenge was consistent implementation of the anti-bullying curriculum.

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

The actions/services were effective in the achievement of Goal 3, *Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment*. Expanded learning opportunities for students increased student engagement and resulted in an attendance rate of 95.8%. Communication efforts results in a spring 2019 stakeholder survey indicated 80% of parents feel the school is good about staying in touch with them with only 7% believing the school could do a better job of communicating. Increased work on our school culture and behavior expectations for all helped contribute to students' feeling of safety (93% feel safe) and decrease the perception of bullying to 8.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The materials difference of a decrease in spending of \$1,500 in Action 3.3 is due to our Parents' Club paying for assemblies and hosting some no-cost assemblies. There were no other materials differences between budgeted expenditures and estimated actual expenditures in Goal 3.

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.

Changes in Expected Annual Measurable Outcomes based on 2018/19 Actual Outcomes:

CA Schools Dashboard Pupil Suspension/Expulsion Indicator from Maintain < 1% to Decrease to 1% Suspension rate.

Student Survey – school safety and bullying from Maintain >95% feeling of safety to Maintain >90% feeling of safety and Decrease to 20% bullying to Maintain < 10% bullying.

Stakeholder Survey Input valued from Increase to 65% to increase to 80%.

## Stakeholder Engagement



## 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 began the process of reviewing the Annual Update in August 2018 and gathering input from stakeholder groups in January and this process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document.

Administrative staff met on the following dates to review information pertaining to the LCAP.

8/14/18  
8/27/18  
9/18/18  
10/1/18  
10/19/18  
1/25/19  
2/7/19  
3/1/19  
3/28/19  
4/26/19

### Staff/Bargaining Unit

March 4, 2019 & April 29, 2019

Reviewed the California Schools Dashboard and the implications for the LCAP

Reviewed LCAP Goals and Actions and asked for input

Reviewed Greatest Progress, Greatest Need, and Performance Gap

Teachers completed survey for Local Priority 2

Shared results of stakeholder and student surveys

### LCAP Advisory Committee

December 13, 2018, February 25, 2019, & April 25, 2019

Reviewed action toward LCAP goals

Reviewed Annual Update

Reviewed and gave input on 2019/20 LCAP

Students Grade 3-8

February 2019

Completed a survey

Parent/Community

February 2019

Completed a survey

Board of Trustees

February 12, March 12, April 9, 2019, May 14, 2019 Board Meetings

Reviewed action toward LCAP goals

Discussed Annual Update

Reviewed the California Schools Dashboard

Reviewed stakeholder feedback and outcomes to get input on 2019/20 goals and actions

May 31, 2019

Complete LCAP draft available for public review

June 11, 2019 Board Meeting

Complete LCAP draft available for public comment

Discussion of LCAP draft

June 13, 2019 Board Meeting

Approval of LCAP

## Impact on LCAP and Annual Update

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

Staff, Board, and LCAP Advisory Committee reviewed input from all stakeholders. Input was synthesized into three main goals:

1. Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

2. Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.
3. Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Specific actions to continue or include in our 19/20 goals:

1. Continue implementation of the CA ELA/ELD, Math, and NGSS standards and frameworks using aligned materials and assessments.
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.
3. Maintain a progress monitoring system and provide timely intervention to close any achievement gaps.
4. Follow district's 5-year technology replacement plan to ensure students are afforded high quality technology to receive cutting edge instruction with the latest technology tools.
5. Increase student access to visual and performing arts programs as well as seek out curriculum in the area of VAPA.

## 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

1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

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

State Priorities: 1,2, 4, 7

Local Priorities: [List Local Priorities here]

## Identified Need:

- 1.1 Academic Indicator for ELA indicates the percentage of students meeting the achievement standard is 57% and 13 points above level 3 (Standard Met) and for Math 57% and 6 points above level 3 (Standard Met).
- 1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 10.5 points below level 3 (Standard Not Met) in ELA having maintained –2.9 points. In Math the Socioeconomically Disadvantaged subgroup scored 15.8 points below level 3 in math having increased 13.6 points.
- 1.3 Universal assessment (NWEA MAP) given in winter 2019 indicates 40% of students grades 1-8 scored Proficient in ELA and 47% in Math.
- 1.4 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development on CA state standard and NGSS pedagogy and curriculum materials.
- 1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.
- 1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials.
- 1.7 ELPAC - Spring 2018 ELPAC Summative scores: 4 - 0%, 3 - 57%, 2 – 14%, 1 – 29%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>1.1 CA Schools Dashboard Academic Indicator for ELA and Math</b>	ELA 19.7 points above level 3 Math .4 points above level 3	ELA 24.7 points above level 3 Math 5.4 points above level 3	ELA 15 points above level 3 Math 5 points above level 3	ELA 15 points above level 3 Math 10 points above level 3
<b>1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup</b>	ELA 1.5 points above level 3 Math 25.8 points below level 3	ELA 6.5 points above level 3 Math 20.8 points below level	ELA at level 3 Math 25 points below level	ELA 5 points below level 3 Math 10 points below level 3
<b>1.3 Universal Assessment - Winter</b>	ELA 51% Proficient Math 49% Proficient	ELA 56% Proficient Math 54% Proficient	ELA 50% Proficient Math 59% Proficient	ELA 45% Proficient Math 50% Proficient
<b>1.4 District teacher survey</b>	ELA 44.4% Full Awareness of Standards and Framework Math 55.6% % Full Awareness of Standards and Framework	ELA 50% Full Awareness of Standards and Framework Math 60% % Full Awareness of Standards and Framework	ELA 75% Full Awareness of Standards and Framework Math 75% % Full Awareness of Standards and Framework	ELA 89% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>1.5 Highly Qualified Teachers Report, SARC report on teacher credentialing</b>	100%	100%	100%	100%
<b>1.6 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials 100%</b>	100%	100%	100%	100%
<b>1.7 ELPAC data</b>	Students moving one or more CELDT levels 87%  Students being reclassified 69%	This will be the baseline year for ELPAC	Spring 2018 ELPAC Summative scores: 4 - 0%, 3 - 57%, 2 – 14%, 1 – 29%	Spring 2019 ELPAC Summative scores will be added when they become available.  1 student to be reclassified

## 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 Students

**Location(s):**

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

LEA-wide

**OR**

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

**Students to be Served:**

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

N/A

**Scope of Services:**

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

N/A

**Location(s):**

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

N/A

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

1.1 Provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, and NGSS.

**2018-19 Actions/Services**

1.1 Continue to provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies.

**2019-20 Actions/Services**

1.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$41,350</li> <li>b. \$8,000</li> <li>c. \$3,000</li> <li>d. \$500.00</li> <li>e. \$500.00</li> </ul>	<ul style="list-style-type: none"> <li>a. \$71,224</li> <li>b. \$21,671</li> <li>c. \$3,500</li> <li>d. \$660</li> <li>e. \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$638,491</li> <li>b. \$211,757</li> <li>c. \$1,750</li> <li>d. \$2,700</li> <li>e. \$ 421</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Base</li> <li>b. Supplemental</li> <li>c. Base</li> </ul>	<ul style="list-style-type: none"> <li>Base</li> </ul>	<ul style="list-style-type: none"> <li>a. Base</li> <li>b. Base</li> <li>c. Low Performing Block Grant</li> <li>d. Title II</li> </ul>

Year	2017-18	2018-19	2019-20
	d. Base e. Base		e. Title II
Budget Reference	a. 1100 & 3xxx Certificated Teacher Salaries & Benefits b. 1100 & 3xxx Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage	a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 1100 Substitutes Salary d. 5200 Travel and Conference e. 5800 Prof. Services	a. 1000 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 5000 Prof. Services/Travel and Conference d. 1000 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits

## 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):

All Students

LEA-wide

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Provide high quality instruction, standards-aligned curriculum, assessments, and reporting	1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.	1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$676,189 b. \$5,400	a. \$549,226 b. \$183,714 c. \$10,000 d. \$2,000 e. \$404	a. \$5,000
Source	a. Base b. Base	Base a, b, c Title II d, e	Base
Budget Reference	a. 1100 & 3xxx Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 4300 Instructional Supplies d. 1100 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits	a. 4300 Instructional Supplies

### 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 Students	LEA-wide
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**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**



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

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

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

N/A	N/A	N/A
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### 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	Modified	Modified
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#### 2017-18 Actions/Services

1.3 Maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.

#### 2018-19 Actions/Services

1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.

#### 2019-20 Actions/Services

1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$640 b. \$6,755	a. \$1,000 b. \$5350 c. \$3,700	a. \$1,080 b. \$5,553
Source	a. Base b. Base	Base	Low Performing Block Grant
Budget Reference	a. 1100 & 3xxx Substitutes Salary & Benefits b. 5800 Prof. Services/Consulting	a. 1100 Substitutes Salary b. 5800 Prof. Services/Consulting c. 5200 Travel/Training	a. 1000 Certificated Salaries (subs) b. 5800 Prof. Services/Consulting

## Action 4

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Socioeconomically Disadvantaged, English Learners, Foster Youth, Students with Disabilities	LEA-Wide	All Schools

## 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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Provide interventions and supports to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth (currently none), students with disabilities, and students with exceptional needs.	1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	a. \$85,871 b1. \$16,098      b2. \$13,435 c. \$ 1,400	a. \$56,889 b. \$24,375 c. \$5,500 d. \$18,328 e. \$6,040	a. \$60,950 b. \$24,500 c. \$5,442 d. \$18,158 e. \$4,906
Source	a. Supplemental b1. Supplemental    b2. Title I c. Supplemental	Supplemental a, b Base c Title I d, e	a. Supplemental b. Supplemental c. Low Performing Block Grant d. Title I e. Title I
Budget Reference	a. 2100 & 3xxx Classified Salaries & Benefits b. 1100 & 3xxx Certificated Salaries & Benefits c. 5800 Prof. Services	a. 2100 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1100 Certificated Salaries e. 3000 Certificated Benefits	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1000 Certificated Salaries e. 3000 Certificated Benefits

## Action 5

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):

N/A	N/A
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**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	LEA-Wide	All Schools
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## 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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.	1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.	1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$5,907	a. \$5,500 b. \$250 c. \$4,636 d. \$ 1,416	a. \$4,779 b. \$1,291
Source	a. Supplemental	Base a, b Supplemental c, d	Supplemental
Budget Reference	a. 1100 & 3xxx Certificated Salaries & Benefits	a. 4300 Instructional Supplies b. 5200 Travel c. 1100 Certificate Salaries d. 3000 Certificated Benefits	a. 1000 Certificated Salaries b. 3000 Certificated Benefits

## Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking

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

State Priorities: 1, 2, 5, 6, 7

Local Priorities:

**Identified Need:**

2019/20 In order to meet the Broad Course of Study, offerings of VAPA/Technology courses need to be continued. The master schedule shows one six-week VAPA offering and Technology instruction for TK-5 one-half hour per week with Support Staff and 6-8 throughout the week with classroom teachers. Teacher feedback indicates the continued need for technology instruction and integration into the curriculum.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Master Schedule</b>	1 six-week VAPA course	VAPA integrated into 1 content area	VAPA integrated into 1 content areas	1 six-week VAPA course
<b>Master Schedule</b>	TK-2 <sup>nd</sup> 1-hour technology instruction per week 3 <sup>rd</sup> -8 <sup>th</sup> 1-2 hours technology instruction per week	Technology integrated into 1 content area	Technology integrated into 1 content area	TK-5 <sup>th</sup> ½ hour of technology instruction per week. 6-8 Technology integrated into 2 content areas
<b>Survey</b>	Classrooms using Office 365 Classroom - 0	Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 4

**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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	LEA-wide

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.	2.1 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.	2.1 Increase student access to visual and performing arts programs and courses by seeking out instructors and reviewing/piloting curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$1750 b. \$650	a. \$1,750 b. \$650	a. \$1,750 b. \$650
Source	a. Base b. Base	Base	Base
Budget Reference	a. 5800 Prof. Services b. 4300 Supplies	a. 5800 Prof. Services b. 4300 Supplies	a. 5800 Prof. Services b. 4300 Supplies

## 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):

All Students	LEA-wide
--------------	----------

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A	N/A	N/A
-----	-----	-----

### Actions/Services

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

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

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

New	Modified	Modified
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**2017-18 Actions/Services**

2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.

**2018-19 Actions/Services**

Continue to provide teachers and students with technology access and tools to enhance and support curriculum.

**2019-20 Actions/Services**

Continue to provide teachers and students with technology access and tools to enhance and support curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$12,153 b. 17,800 c. 3000	a. \$10,431 b. \$ 2,938 c. \$ 7,600	a. \$5,039 b. \$1,554 c. \$1,600

Source	a. Base b. Base c. Base	Base c Supplemental a & b	a. Supplemental b. Supplemental c. Base
Budget Reference	a. 2426 & 3xxx Technology Tech Salary & Benefits b. 4400 Equipment c. 5800 Prof. Services	a. 2400 Technology Tech Salary b. 3000 Technology Tech Benefits c. 5800 Prof. Services	a. 2000 Classified Salary b. 3000 Classified Benefits c. 5800 Prof. Services

### 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 Students	LEA-wide
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**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A	N/A	N/A
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**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	Modified	Unchanged
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**2017-18 Actions/Services**

2.3 Increase student engagement by providing more varied opportunities for students to become

**2018-19 Actions/Services**

Continue to increase student engagement by providing more varied opportunities for students to become

**2019-20 Actions/Services**

Continue to increase student engagement by providing more varied opportunities for students to become



interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.	interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.	interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$200 b. \$2,000 c. \$400	a. \$200 b. \$1,000 <i>Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.</i>	a. \$200 b. \$1,000 <i>Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.</i>
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 4300 Instructional Supplies b. 2200 & 3xxx Transportation Salary & Benefits c. 5800 Prof. Services	a. 4300 Instructional Supplies b. 5800 Prof. Services	a. 4300 Instructional Supplies b. 5800 Prof. Services

### Goal 3

3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

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

State Priorities: 3, 5, 6

Local Priorities:

## Identified Need:

2019/20

- 3.1 Clean, healthy, physically and emotionally safe learning environments, from the curb to the classroom, are conducive to student learning. A well maintained and welcoming environment is a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school. There is a need to continue the established maintenance/cleaning schedule.
- 3.2 A review of attendance data indicates the need to reduce the number of students who are chronically absent and increase our attendance rate. The need to continue to provide bus transportation has been noted by stakeholders.
- 3.3 On surveys, Stakeholders noted the small school atmosphere and the feeling of safety as one positive aspect of PG School, however also noted for the need for increased security measures and continued anti-bullying education. There is a need to maintain the <1% suspension/expulsion rate.
- 3.4 Family and Community Engagement is shown to have a strong correlation to student success. There is a need to improve on-going communication to parents about the school and ways they can be involved.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>3.1 Facilities Inspection Tool - Physical environment</b>	October 2016 - Exemplary	Maintain Exemplary	Increase to Exemplary	Increase to Exemplary
<b>3.2 Middle School Dropout rate data</b>	0%	Maintain 0%	Maintain 0%	Maintain 0%
<b>3.2 P2 District Attendance</b>	96.07%	Increase to 97%	Increase to 98%	Increase to 96.8%
<b>3.2 P2 District Chronic Absences</b>	3%	Decrease to 2%	Decrease to 1.5%	Decrease to 4%
<b>3.3 Pupil Suspension/Expulsion rate</b>	.5% Suspension rate 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Decrease to 1% Suspension rate Maintain 0% Expulsion rate
<b>3.3 Student Survey-school safety &amp; bullying</b>	97.4% of 5th-8th grade students feel safe at school and 7.8% bullying is a problem	Maintain >95% feeling of safety Decrease to 0% bullying	Maintain >95% feeling of safety Decrease to 20% bullying	Maintain >90% feeling of safety Maintain <10% bullying

<b>3.4 Stakeholder Survey Involvement valued, and Input valued</b>	87.9% involvement is valued 70.7% input valued	Involvement valued Increase to 90% Input valued Increase to 75%	Involvement valued Maintain >90% Input valued Increase to 65%	Involvement valued Maintain >90% Input valued Increase to 80%
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## Planned Actions / Services

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

### Action 1

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	LEA-wide

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
3.1 Maintain current facilities in a safe and operational manner.  Maintain FIT reports where condition is rated exemplary.	3.1 Continue to maintain current facilities in a safe and operational manner.  Attain FIT report where condition is rated exemplary.	3.1 Continue to maintain current facilities in a safe and operational manner.  Continue to attain FIT reports where condition is rated exemplary.

Maintain landscaping and repaint blacktop playground Replace HVAC monitoring system Maintain Routine Restricted Maintenance Fund	Make repairs to facilities as needed Continue to maintain routine Restricted Maintenance Fund	Make repairs to facilities as needed Continue to maintain routine Restricted Maintenance Fund
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$23,273 b. \$58,000 c. \$29,156	a. \$15,361 b. \$ 9,702 c. \$ 37,200 d. \$53,930	a. \$16,071 b. \$ 10,634 c. \$ 41,663 d. \$15,000
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 2200 & 3xxx Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	a. 2200 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Restricted Revenue	a. 2000 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Routine Restricted Maintenance Fund

### 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):

All Students	LEA-wide
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**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Monitor daily Attendance  Develop and implement an attendance monitoring/notification system  Maintain attendance software/staff  Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	3.2 Monitor daily Attendance  Maintain attendance monitoring/notification system  Purchase new attendance system  Train staff on new attendance system  Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	3.2 Monitor daily Attendance  Develop and implement an attendance monitoring/notification system  Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$26,221 b. \$16,000	a. \$17,681 b. \$10,599	a. \$18,500 b. \$10,900

	c. \$6,500	c. \$2,750 d. \$15,000 e. \$5,000	c. \$2,750 d. \$5,000 e. \$6,000
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 2200 & 3xxx Classified Salaries & Benefits b. 5800 Contracted Services c. 4300 Supplies	a. 2200 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies

### 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 Students	LEA-wide
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**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

N/A	N/A	N/A
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**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

Modified

Modified

**2017-18 Actions/Services**

3.3 Support safety and a positive school climate.  
 Review and adjust safe school plans to facilitate safer more positive school climate.  
 Continue to provide instruction in Second Step and Steps to Respect  
 Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates < 1%.  
 Increase communication by providing an updated web site.

**2018-19 Actions/Services**

3.3 Continue to support safety and a positive school climate.  
 Review and adjust safe school plans to facilitate safer more positive school climate.  
 Continue to provide instruction in Second Step and Steps to Respect  
 Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates < 1%.  
 Continue to provide an updated web site.

**2019-20 Actions/Services**

3.3 Continue to support safety, a positive school climate, and promote parental participation for all students including unduplicated students and students with exceptional needs.  
 Review and adjust safe school plans to facilitate safer more positive school climate.  
 Purchase an Emergency Monitoring System  
 Continue to provide instruction in Second Step and Steps to Respect  
 Continue to provide an updated web site

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$1,500	a. \$2,688	a. \$3,526
Source	a. Base	a. Base	a. Base
Budget Reference	a. 5800 Prof. Services	a. 5800 Prof. Services	a. 5800 Prof. Services

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 103,674

Percentage to Increase or Improve Services:

7.47 %



Pleasant Grove JUSD goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our goal to design an individualized plan of instruction for each of student based on their specific strengths and needs as assessed by district benchmarks/assessments. By providing these research-based services district-wide, we can reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year

**Goal:** Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

**Research:** Using data to support students

“To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students’ learning needs.”

(“Using Student Achievement Data to Support Instructional Decision Making” National Association of Elementary School Principals, 2011).

**Research:** Collaboration Time

Importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010).

PGJUSD’s percentage for increased and/or improved services for low-income pupils, foster youth, and English learners is 7.47% results in a total LCFF Supplemental allocation of \$103,674. This increase is still not enough to address all the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 7.47% level of increased or improved services for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are impacted.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18   X 2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 100,392

Percentage to Increase or Improve Services:

6.99 %

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](#)).

Pleasant Grove JUSD goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our goal to design an individualized plan of instruction for each of student based on their specific strengths and needs as assessed by district benchmarks/assessments. By providing these research-based services district-wide, we are able to reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year

Goal: Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

Research: Using data to support students

“To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students’ learning needs.”

(“Using Student Achievement Data to Support Instructional Decision Making” National Association of Elementary School Principals, 2011).

Research: Collaboration Time

Importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010).

PGJUSD's percentage for increased and/or improved services for low-income pupils, foster youth, and English learners is 6.99% results in a total LCFF Supplemental allocation of \$100,392. This increase is still not enough to address all of the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 6.99% level of increased or improved services for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are impacted.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 86,366

5.95%

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).

Pleasant Grove Joint Union School District's goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our intent to design an individualized plan of instruction for each of student based on their specific strengths and needs as assessed by district benchmarks/assessments. By providing these research-based services district-wide, we are able to reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year as intervention is provided.

Goal: Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.

Research: Using data to support students

A 2011 National Association of Elementary School Principals publication, Using Student Achievement Data to Support Instructional Decision Making, reported, "To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." We have invested in universal screeners and a data management system to support this action. See Goal 1, Actions 1.3 and 1.4

Research: Intervention

In her research on early literacy and future school success Mead, (2010) argued that students who did not learn to read proficiently by the end of third grade may never reach grade level literacy standards. In addition, a 2008 study by the National Assessment of Educational Progress revealed 37% fourth graders failed to achieve basic levels of reading achievement; this incidence was even higher among low income and ethnic minority groups and students learning English as a second language (Lonigan & Shanahan, 2009). However, Barnett (2001), offered that early educational interventions have been shown to partially offset the impacts of poverty and inadequate learning environments on child development and therefore improve school success. See Goal 1, Actions 1.4 and 1.5

PGJUSD's percentage for increased and/or improved services for low-income pupils, foster youth, and English learners 5.95% results in a total LCFF Supplemental allocation of \$86,366. This increase is still not enough to address all the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 5.95% level of increased or improved services for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are favorably impacted.

# Addendum

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

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

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

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

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

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

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### **Plan Summary**

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

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

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

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

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

### **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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



## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

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

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

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

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

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

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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



# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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