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

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Montecito Union School District		
Contact Name and Title	Tammy Murphy, Superintendent	Email and Phone	tmurphy@montecitou.org 805-969-3249 ext. 400

2017-20 Plan Summary

THE STORY

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

Montecito Union School is a one school district serving the community of Montecito with transitional kindergarten through sixth grade and a current enrollment of approximately 435 students. It is governed by a five-member Board of Trustees and is administered by a Superintendent, Principal, Assistant Principal, and Chief Business Official. The District embraces continuous improvement and growth as evidence by:

- 2014 recertification as California Distinguished School
- 2016 International Habits of Mind School Of Excellence (1 of 5 schools in the USA to receive this distinction)
- 2016 California Department of Education Gold Level Green Ribbon School Award
- 2017 Federal Level Green Achievers Award (1/2% of school districts in CA moved on to the federal level)

Montecito Union School District, a historic cornerstone of the community, is dedicated to providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential. Small class sizes with a school-wide average of approximately 17 students per class, as well as having instructional assistants in each classroom ensure that we provide each of our students with the time and attention he or she needs.

Montecito Union School District is driven by the vision, strategic initiatives and goals outlined in the Strategic Plan. The Goals and Expected Annual Measurable Outcomes of the LCAP are directly correlated to the Goals of the Strategic Plan.

Upon direction of the Board of Trustees in 2008, a diverse group of staff, parents and community members formed the first Strategic Planning Steering Committee. This team worked over a period of two years to collaboratively develop the District's first Strategic Plan. In the fall of 2010, the plan came to life and the Strategic Initiatives were prioritized, becoming an embedded part of the work of the District.

During the fall of 2011, the Strategic Planning Steering Committee was reassembled encompassing some original group members as well as welcoming additional staff, parents and community representatives.

The Steering Committee reaffirmed our commitment to MUS' vision, mission and core beliefs. New priorities were illuminated and added to the District's roadmap, one that will not necessarily anticipate or predict every

intersection or detour, but one that will provide direction as the District works to realize its goals.

To this day, the strategic plan continues to be a living document that guides and informs our work and priorities at MUS. Strategic Plan/LCAP goals and actions are carried out and re-evaluated through a diverse set of committees and teams. These include:

Committees: Multiple committees (Safety, Character, Literacy, Facilities, Teaching and Learning Collaborative, Curriculum Council, 21st Century, etc.) exist on campus and include participation from a broad range of stakeholders (parents, board members, teachers, classified staff, and administrators). Where the Strategic Plan outlines the "What and Why" of our work, the Committees determine the "How". Committees also provide ongoing feedback that evaluates and shapes LCAP goals.

Professional Learning Communities (PLC): MUS has robust grade-level PLCs that meet weekly with the Principal, engage in bi-monthly team-based professional learning, and carry out the work developed by committees. PLCs are fluid and dynamic and allow for ongoing feedback and evaluation of classroom based goals. The entire staff gathers 3 times per month in school wide PLC meetings.

Parent Advisory: Parents have multiple means to provide feedback through the school including monthly topical parent education classes, annual surveys, board meetings, ELAC, School Site Council, and committees.

In 2016-2017, there was strategic outreach via the PTA, Board meetings, Superintendent's Perspective Bulletins and faculty forums to ensure that all stakeholders were aware of the LCAP, how to read and interpret the eight state priorities and how these priorities linked to and supported our strategic initiatives and goals. At Montecito Union, the Strategic plan and the LCAP work together as a blueprint of where we need to go on behalf of our students.

All of these incredible attributes of Montecito Union help us to provide our students with the vision of a global standard of educational excellence. We prepare our students to think, to be good citizens, to appreciate and understand arts, and ultimately to fulfill our mission by providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential.

LCAP HIGHLIGHTS

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

Based on our Strategic Plan, the LCAP goals and initiatives provide the strong foundation to support student learning and achievement, school climate, English Language Learners and parental involvement and support.

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

Goal 2: English Learners receive a relevant and rigorous curriculum. Making regular progress and achieving at levels similar to English only peers after a reasonable period of time.

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

Montecito Union continues to achieve in the top 1% of Districts in California. Our focus on a rigorous curriculum yielded exceptional results on the CAASP Assessment. Montecito Union students in grades 3-6 received the second highest score in the state on the English Language Arts Testing. As a school that is committed to continuous improvement and growth, we will continue to focus on relevant, rigorous and integrated curriculum (*Goal 1*), so that all students have access to the highest standards. Additionally, while student performance of our

English Language Learners is close to their grade level peers, we are relentless in our pursuit in excellence for all children (*Goal 2*). This is why one of our goals will be to continue to monitor these learners' progress. Lastly, we know without a safe and respectful environment, learning will not take place at its highest level. This is why we continue to focus on school culture, infusion of and seamless integration of Habits of Mind (*Goal 3*).

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Montecito Union students achieved at very high levels on our state benchmarks. Points of pride are the test scores of our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students.

In ELA, the English Language learners ranking was very high and increased significantly by +29.3; Students with Disabilities performed at a high level and increased significantly by +20.9 points; Socioeconomically Disadvantaged performed at a very high level and increased significantly by +22.4 points.

In Math, the English Language learners ranking was very high and increased significantly by +34.4; Students with Disabilities performed at a high level and increased significantly by +26 points; Socioeconomically Disadvantaged performed at a high level and increased by +5.6 points.

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

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

GREATEST NEEDS

Montecito Union had two of the three performance levels on the California Dashboard that were in the blue band or the highest performance indicator. We also had one performance level on the California Dashboard in green, the second highest band for student suspensions. Therefore, we see student suspensions as the greatest area of need for improvement.

This is why we have continued to adopt a LCAP goal and a Strategic Plan Initiative around student culture and climate, as well as the ongoing development and refinement of our Character Initiative. Our continued focus on this work has changed our results significantly for the 2016-2017 school year data for student suspensions.

Montecito Union had no indicators of progress in the yellow and red bands on the California Dashboard and no "two band color differences" on any of the indicators. This is why we have indicated our greatest need as student suspensions and will continue until all indicators are in the blue level of progress.

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

PERFORMANCE GAPS

While there were no performance gaps indicated this year, we are relentless in our quest for student achievement until each and every student scores at the proficient or beyond proficient levels.

Teacher effectiveness is key to improving student performance and outcomes. We continue to invest heavily in professional development, instructional coaches to support teachers and staff in their work on behalf of MUS students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Montecito Union will continue to provide instructional support for English Language Learners with dedicated EL teachers and small individual group instruction for these students. A commitment to ongoing professional development for these staff members is essential. The use of data and personalized instruction to support areas of growth are ongoing in collaboration with the work done by grade level teachers.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$12,696,290
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$659,829

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

The total general fund expenditures not listed in the LCAP is approximately $12,036.416. All expenditures related to the District's core educational program are among the expenditures not listed in the LCAP. The major portion of these expenditures includes teachers' salaries and benefits. Other expenditures include, administration and support staff. Other non-salaries and benefits expenditures would be facilities maintenance and operations, utilities, legal fees and property insurance. This description is not inclusive of the entire district budget. For more details on the entire school district budget, please visit our website in which the District's SACS budget documents are posted.

$12,414,611	Total Projected LCFF Revenues for LCAP Year

Annual Update

Goal 1	**Goal 1:** To continue to promote the highest level of learning, Montecito Union School is committed to hiring and retaining world class educators with appropriate credentials and experience
	Strategic Initiative #5: Staffing *In order to attract and motivate the most effective employees, we will create an educational environment that promotes the value of life-long learning, supports the personal and professional growth of all employees, and nurtures passion, excellence and creativity.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of all teachers are appropriately credentialed and assigned

Identified Metrics
a. 95% Compliance with Commission on Teacher Credential audit

b. District annual review of class and course assignment seeking 95% of employees are appropriately credentialed and assigned

c. Williams Act Compliance review

ACTUAL

100% of all teachers are appropriately credentialed and assigned

a. 100% Compliance with Commission on Teacher Credential audit

b. 100% of employees are appropriately credentialed and assigned

c. 0 Williams Act Compliance complaints

ACTIONS / SERVICES

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

Action   **1**

Actions/Services	

PLANNED	ACTUAL

1. Teachers credentialed and assigned appropriately
 	
   a. All staff will be hired and assigned in their credentialed area CBO will ensure intake screening
 	
   b. Implement rigorous and thoughtful hiring process to fill vacancies created by upcoming retirements, etc.
 	
   c. Williams Act Compliance reports for Board approval quarterly
 	
   d. Board approved Declaration of Need
 	
   e. Implement rigorous and relevant teacher evaluation system to provide new hires transparent feedback and support their success
 	
   f. Critically evaluate Probationary 1 teachers for long-term fit
 	
   g. Critically evaluate Probationary 2 teachers for long-term fit
	1. Teachers credentialed and assigned appropriately
	
	   a. Hired and assigned two teachers in their credentialed area
	
	   b. Implemented rigorous hiring process consisting of interviews, demonstrations lessons and reference checks
	
	   c. Williams Act Compliance reports for Board approved quarterly with 0 complaints
	
	   d. Board approved Declaration of Need of June 21, 2016 for substitute teachers only
	
	   e. Implemented teacher evaluation system to all teachers on the evaluation cycle, consisting of goal setting, peer collaboration, formal observation, collection of evidence of goal achievement, and written reflection
	
	   f. Critically evaluated Probationary 1 teachers through the evaluation cycle – all renewed
	
	   g. Critically evaluated Probationary 2 teachers through the evaluation cycle – all renewed

Expenditures	

BUDGETED	ESTIMATED ACTUAL
1. a. $5,631,038 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000	1. a. $5,487,751 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The school principal and HR department worked together to implement a thoughtful interview process to identify highly qualified teachers meeting credentialing requirements. A thorough review of applications led to selection of candidates to be interviewed by a team consisting of administrators and teachers. Questions were reviewed by all stakeholders and designed to identify a strong match to school philosophies and skills. Teachers participated in a rigorous teacher evaluation system consisting of written goal setting and plans for professional growth, formal and informal observation, peer collaboration and review, collection of evidence of goal achievement, and written reflection.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions were very effective in meeting credentialing requirements and identifying high quality candidates for employment. The teacher evaluation system worked to motivate teachers to set goals for professional development while observations noted and encouraged successful teaching practices and suggestions were heard and implemented. There were 0 Williams Uniform Complaints filed due to effective systems and building maintenance. The Board approved on June 21, 2016 Due to a robust teacher evaluation system. All teacher Probationary I and Probationary II took part in an enhanced teacher evaluation system, with multiple observations and all contacts were renewed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budget expenditures and actual expenditures was due to staffing changes, leaves, and employees opting out of benefits.
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.	This goal has been eliminated due to the fact that through our extensive hiring and interview process all teachers are credentialed in their area. Additionally, we have 0 Williams Complaints or related issues within the last decade.

Annual Update

Goal 2

Goal 2: Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.

> **Strategic Initiative #1: Student Learning and Achievement**
> *Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child."*
> *Staff will utilize instructional best practices and multiple assessment measures to equip*
> *every student with the skills necessary to succeed in an ever-changing world.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Students have access to common core standards aligned materials

   Identified Metrics
   a. By the end of 2016-17, all students in grades K-6 will have Common Core State Standards aligned materials and supplemental resources in ELA and Math

   b. County Office of Education Williams Act review

   c. Audit benchmark assessment administration per trimester

   d. Smarter Balanced Assessment - 85% of students in grades 3-6 are achieving at grade level in ELA and math

   e. We will decrease the number of students' not proficient by 10%, on common formative assessments

ACTUAL

1. Students have access to common core standards aligned materials

   Identified Metrics
   a. All students in grades K-6 have Common Core State Standards aligned materials and supplemental resources in ELA and Math (Readers and Writers Workshop and BRIDGES Math)

   b. 0 complaints in County Office of Education Williams Act review

   c. Audited benchmark assessments through trimester data collection on common Google Sheet

   d. 91% of students in grades 3-6 are achieving at grade level in ELA and 85% of students in grades 3-6 are achieving at grade level in math

   e. Benchmark reporting systems not used consistently in prior year, making determination of 10% reduction difficult. 100% input of benchmark data this year making comparison possible for 2017-18

ACTIONS / SERVICES

Action   1

Actions/Services

PLANNED	ACTUAL

1. Adjust and refine the instructional materials, based on student data, to further insure alignment with New California State Standards
 	
  a. Investigate and pilot new instructional materials aligned with NGSS
 	
  b. Math specialist to provide specific support and feedback in identifying the effectiveness of math adoption. Assists in purchasing supplemental resources based on assessment data and teacher input
 	
  c. Professional Learning Community meetings focused on further refining instructional repertoire and strategies to meet the needs as outlined in assessment data
 	
  d. Senior Staff Developer from TCRWP (Teachers College Reading Writing Project) on site 10 days to facilitate teacher led collaboration and observation
 	
  e. Three grade level meeting days to refine and enhance curriculum and work with Specialists (Reading, Math, NGSS and ELD)
 	
  f. Teacher on Special Assignment support implementation of 1:1 iPad and laptops
 	
  g. Further refine and modify New California State Standards aligned student reporting system
 	
  h. Utilize online assessment practices to coordinate with student reporting system
 	
  i. Administer the Smarter Balance Test in grades 3-6 in May 2017
 	
  j. Analyze student performance on Smarter Balance and common formative assessments
	1. Adjusted and refined the instructional materials, based on student data, to further insure alignment with New California State Standards
	
	  a. Investigated new instructional materials aligned with NGSS but are not fully piloting as we wait for high quality materials to be published. We sampled units from FOSS, Mystery Science, STEM Scopes, Amplify and Ocean Science Sequence
	
	  b. Math specialist advised grade levels in weekly Professional Learning Community meetings. Based on these meetings additional curriculum was purchased including new Fosnot units and Exemplars, as well as tweaking math units in BRIDGES
	
	  c. Held weekly Professional Learning Community meetings focused on further refining instructional repertoire and strategies, such as NGSS implementation, using running records to plan for ELA instruction and differentiation, and analysis of CAASPP and local data to assist with planning and intervention
	
	  d. Senior Staff Developer from TCRWP (Teachers College Reading Writing Project) was on site 5 days (the week of 4/10/17) to facilitate teacher led collaboration and observation, which strengthened reading and writing curriculum and allowed us to outline school wide expectations
	
	  e. Grade levels took three meeting days to refine and enhance curriculum and work with Specialists (Reading, Math, NGSS and ELD)
	
	  f. Teacher on Special Assignment supported implementation of 1:1 iPad and laptops through attendance at grade level PLCs, 1-on-1 coaching, and whole staff training, which increased the integration of technology within the classroom
	
	  g. Report Cards reviewed and refined through grade level meetings and report card committee. Language simplified and clarified when needed. Redundancies removed.
	
	  h. Students assessed through CAASPP interim and block assessments, SchoolCity, Socrative, and other online resources. Results were used for planning meaningful instruction
	
	  i. Administered the Smarter Balance Test in grades 3-6 in May 2017
	
	  j. Analyzed student performance on Smarter Balance and common

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k. Continue to develop and monitor individualized intervention plans for students well below proficiency

l. Identify, modify and create common benchmark assessments

m. Continue to provide opportunities for 3-6 students to take computerized assessments

n. Three release days for teachers to assess students and collect data

o. Teachers and administrators will use PLC time to evaluate the curriculum and student progress form the previous year and make the necessary adjustments

p. Implementing common benchmark assessments from SBAC's digital library and School City

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formative assessments at whole staff and grade level PLCs. Specific presentations made to school board and grade levels as needed. Results were used to monitor and adjust instruction, curriculum and develop intervention groups

k. Math and reading specialists monitored individualized intervention plans and provided instruction for students well below proficiency, reporting data to the principal and grade level teams/teachers

l. Grade levels continued to implement agreed upon literacy benchmarks, identified, modified and created common benchmark assessments in mathematics

m. Students in grade 3-6 took computerized assessments from February through April on interim and block assessments via CAASPP, SchoolCity, Socrative and others in order to prepare them for the end of year test

n. Individual teachers took advantage of three release days to assess students and collect data, implementing running records, and other assessments

o. Teachers and administrators used PLC time to evaluate the curriculum and adjust it, many moving non-fiction units to the beginning of the year, re-aligning science and social studies units with literacy units, and more

p. Students assessed through CAASPP interim and block assessments, SchoolCity, Socrative, and other online resources. Results were used for planning meaningful instruction

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<td>**Expenditures**</td>
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BUDGETED
1. b. $35,000 from the General Fund in Category 4000 (Instructional Materials)

1. b $147,239 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000 (Math Specialist)

1. d $10,000 from the General Fund Category Fund 5000 (Senior Staff Developer from TCRWP (Teachers College Reading Writing Project) on site 10 days)

1. e. $60,000 from the General Fund Category 1000 (Three grade level meeting days to refine and enhance curriculum)

1. n. $60,000 from the General Fund Category 1000 (Three release days for teachers to assess students and collect data)

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ESTIMATED ACTUAL
1. b. $35,000 from the General Fund in Category 4000 (Instructional Materials)

1. b $147,270 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000 (Math Specialist)

1. d $12,650 from the General Fund Category Fund 5000 (Senior Staff Developer from TCRWP (Teachers College Reading Writing Project) on site 5 days)

1. e $10,046 from the General Fund Category 1000 (Three grade level meeting days to refine and enhance curriculum)

1. n. $10,046 from the General Fund Category 1000 (Three release days for teachers to assess students and collect data)

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1. f. $170,910 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000 (Teacher on Special Assignment support implementation of 1:1 iPad and laptops)	1. f. $161,138 from the General Fund in the Certificated Salaries and Benefits Categories 1000 and 3000 (Teacher on Special Assignment support implementation of 1:1 iPad and laptops)
1. h. $10,000 from the General Fund Category 4000 (Utilize online assessment practices to coordinate with student reporting system)	1. h. $5,426 from the General Fund Category 4000 (Utilize online assessment practices to coordinate with student reporting system)

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 Teaching and Learning Collaborative (TLC), a group of teacher representatives and administration, worked together to create a focused and coherent year-long plan of professional development. We implemented a mix of whole group professional development combined with a grade-span coaching framework in which our Math, Science and Technology specialists worked with groups of grade levels to differentiate professional development and advance our practice. Specific emphasis was placed on integration, and combining science/social studies with non-fiction literacy to maximize efficiency and give meaning to learning. Grade levels worked together and with specialists and administration to continue to refine curriculum and identify resources to meet the needs of our students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student performance was at the highest level (blue level) on the State Assessment as indicated on the Dashboard. We believe that the performance was due to the fact that teachers through formative assessments regularly monitored progress and adjusted instruction. Teachers are highly supported through PLC time and collaboration with TOSA's resulting in rigorous, relevant and integrated curriculum. This approach to professional development was highly successful and motivating and meaningful for teachers. Through surveys and self-report, teachers expressed their appreciation for this model and the impact it has had on individual and team growth, and would like to continue moving this model forward to coming years. This model also worked to build common understanding and consistency from class-to-class and grade-to-grade, making for a more aligned and effective system. We had 0 Williams Uniform Complaints for curriculum. 91% of our students scored proficient or above in English Language Arts and 85% in Math.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budget expenditures and actual expenditures was due to the fact that money proposed for release time was not fully utilized due to the fact that the staff was able to accomplish the work during grade level and whole school professional community meetings.
	The difference in the cost of the online assessment tool was due to the fact that we kept our existing system, SchoolCity and will replace it next year with Illuminate.

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.

This goal now becomes goal 1 tenants of this goal has been incorporated in the new goal 1, Actions 1, 2 and 3. The former goal was primarily focused on curriculum and professional learning communities and the new goal is designed to be inclusive of curriculum, professional development (PLC) and assessment data. We added a focus of integrated units and an innovation lab.

Because of the limited availability of high-quality NGSS adoption materials, we decided to postpone piloting of NGSS adoption materials as we also work to build our own understanding of what we honor and believe about science instruction. Though not doing a full science pilot, we did experiment with a number of different materials on an as-needed basis for particular grade levels and units.

Annual Update

Goal 3	**Goal 3:** Montecito Union will be an efficiently managed state-of-the-art educational facility to support our children's overall educational experience
	Strategic Initiative #4: Facilities and Grounds *Montecito Union will be an efficiently managed state-of-the-art educational facility to support our children's overall educational experience.* *Within 5 years, we will have initiated steps to implement an environmentally sensitive master plan defining the best use of the current property as well as the property adjacent to the school in order to support Vision, Mission and Core Beliefs.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. School facilities are maintained in good repair

   Identified Metrics
   a. Facilities department quarterly audit of all school facilities

   b. County Office of Education Williams Act review

ACTUAL

1. School facilities are maintained in good repair

   a. Quarterly audit of school facilitates completed more frequently by Facilities Manager on a weekly and monthly basis. Verbal reports given each Wednesday to the team at Administrative Cabinet Meetings. Larger projects ultimately brought to the board for information and approval.

   b. Williams Uniform Complaint Forms filed in August 2016, October 2016, January 2017, and March 2017

ACTIONS / SERVICES

Action   **1**

Actions/Services

PLANNED	ACTUAL
a. Hire a bond information consultant	a. Mary Rose, of Mary Rose & Associates hired by the Board and contract approved at the September 20, 2016 Board meeting in order to facilitate a bond campaign
b. Develop and implement a facility/bond information campaign	b. Facilities bond campaign meetings with Superintendent and consultant on July 6, 2016, September 8, 2016, and November 15, 2016. Bond campaign put on hold due to a superintendent search.
c. Monthly meetings with Assistant Principal and Facilities Manager to monitor projects, identify potential safety issues, and plan for deferred maintenance	c. Monthly meetings held with Assistant Principal and Facilities Manager and any safety issues or deferred maintenance projects were brought to administrative cabinet. After decision was made in that meeting some projects were moved forward for board approval.
d. Monthly Instructional Assistant meetings to identify safety and facilities concerns	d. Assistant Principal agendized and held monthly Instructional Assistant meetings where any safety concerns were discussed and strategies planned to remedy the issue, as well as receive any feedback on facility concerns
BUDGETED 1. a. $20,000 Fund 40 Category 5000	**ESTIMATED ACTUAL** 1. a. $880 Fund 40 Category 5000

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.	By developing regular and consistent systems, staff has an avenue to share their concerns, feedback and work as a team to have a facility to support our children's overall educational experience. While we did not move forward with bond planning this year, the attention to deferred maintenance and preventative maintenance helped to ensure that the facility is efficiently managed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	There were four Uniform Complaint Forms filed each with zero complaints for the 2016-2017 school year. The Assistant Principal has consistent feedback from the Instructional Assistants in both their monthly meetings and their individual evaluation sessions that due to regular meetings and involvement they feel that they have a voice in the process. Additionally, weekly team meetings allow the facility manager to bring issues to us in a timely manner and we are able to respond quickly. Lastly, the school was awarded the Federal green Ribbon Award due to work around greening the campus.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budget expenditures and actual expenditures is due to the fact that that the bond consultant did not work all year as the goal of a bond campaign was postponed due to the superintendent search.
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.	This goal is eliminated. The Board will work with the new Superintendent and Bond Consultant in the fall to determine if Montecito Union will put a bond on the ballot in November 2018 and subsequently a goal may be written for 2018-2019.

Annual Update

Goal 4

Goal 4: English Learners receive a relevant and rigorous curriculum. Making regular progress and achieving at levels similar to English only peers after a reasonable period of time

Strategic Initiative #1: Student Learning and Achievement
Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child."
Staff will utilize instructional best practices and multiple assessment measures to equip
every student with the skills necessary to succeed in an ever-changing world.

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

Strategic Initiative #3: Technology in a 21st Century School
Montecito Union School will prepare students and staff for the challenges of the 21st century by providing them with opportunities to develop technological literacy in a constantly evolving technological environment. Students and staff will develop the skills to use cutting edge tools in a safe, responsible and efficacious manner. Technology will enhance and support, educational experiences.

Goal: Technology Curriculum- Create opportunities for students' to apply technology effectively to gain knowledge, develop skills and distribute artifacts that reflect their understanding.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

Identified Metrics
1. California English Language Development Test results indicate at least one year of growth for one year of school for every English learner student
 	
  a. 90% of EL students will grow at least one proficiency level per school year
 	
  b. 90% of EL students will show growth on any subtest of the CELDT per school year
	1. California English Language Development Test results indicate at least one year of growth for one year of school for every English learner student
	
	  a. Seven out of 14 students or 50% of students grew one level of proficiency on the CELDT. Many others were reclassified, so they did not take the CELDT in year 2, lowering the total number of ELs. Of the 7 who did not grow one proficiency level, many were students with special needs
	  b. 100% of students showed growth on at least one subtest

2. Student performance on common formative assessments in all subject areas is equivalent to English only students within five (5) years of instruction in the district

    a. 90% of EL students will show proficiency on common formative assessments

3. English learner students are re- classified as Re-designated English Proficient within five (5) years of instruction in the district

    Identified Metrics
    a. District reclassification criteria/committee (LAT)

    b. Student performance on common formative assessments

    c. Student performance on state assessments

2. Student performance on common formative assessments in all subject areas is equivalent to English only students within five (5) years of instruction in the district

    a. Data systems continue to be developed, as well as school-wide agreement on common formative assessments, but generally speaking our ELs perform at levels similar to their English-only peers. Analysis of our state assessment performance shows ELs performing very similar to peers on high-stakes testing in both mathematics and ELA. 88% of our language learners scored Proficient or Advanced in ELA (compared to 91% scoring at the level school-wide). 84% of our language learners scored Proficient or Advanced in Math compared to 85% school-wide

3. All students who have been in the district for 5 years have been reclassified.

    a. 12 students reclassified at the three LAT meetings

    b. Data systems continue to be developed, as well as school-wide agreement on common formative assessments, but generally speaking our ELs perform at levels similar to their English-only peers. Analysis of our state assessment performance shows ELs performing very similar to peers on high-stakes testing in both mathematics and ELA

    c. 88% of our language learners scored Proficient or Advanced in ELA (compared to 91% scoring at the level school-wide). 84% of our language learners scored Proficient or Advanced in Math compared to 85% school-wide

ACTIONS / SERVICES

Action   **1**

Actions/Services

PLANNED	ACTUAL
1. a. Ongoing training on implementation of standards using the ELA/ELD Framework as a guide.	1. a. EL teachers have received training on EL strategies and CELDT testing as well as upcoming changes to assessments and ELPAC, which they incorporated in their work with language learners and teachers
b. Coordinate efforts with classroom teachers to address areas that need improvement	b. EL teachers meet regularly with classroom teachers to coordinate support of students and create and refine intervention plans, pull-out services, and additional supports
c. Continue to reach out to EL parents via email, handouts in target language, and community meetings	c. EL teachers regularly communicate with families of English learners. They attend parent conferences and IEP meetings in order to make families feel more connected and involved
d. Continue to provide times and resources for non-English speaking parents to meet with teachers and interpreters when needed	

	e. Continue to translate fundamental documents into Spanish	d. EL teachers coordinate translation at parent conferences and IEP meetings when needed and are available to meet with families on a regular basis in November and March e. IEPs translated to home language when needed
Expenditures	BUDGETED 1. a. $10,000 from the General Fund Categories 1000, 2000, and 3000 (Ongoing training on implementation of standards) 1. b. $62,717 Supplemental Concentration Monies and in addition $44,793 from the General Fund Categories 1000 and 3000 (Total: $107,510) 1. c. and d. $196,240 from the General Fund Categories 1000 and 3000	ESTIMATED ACTUAL 1. a. $9,354 from the General Fund Categories 1000, 2000, and 3000 (Ongoing training on implementation of standards) 1. b. $66,955 Supplemental Concentration Monies and in addition $32,340 the General Fund Categories 1000 and 3000 (Total: $99,295) 1. c. and d. $177,090 from the General Fund Categories 1000 and 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Our English Learners continue to make progress and achieve at levels similar to their peers. The administrative team regularly meets with the EL teachers to discuss curriculum, strategies, and reclassification. EL teachers received numerous trainings and collaborated with teachers and families to meet the needs of their students. Data
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	English learners continue to achieve at levels similar to their English-Only peers through strong systems of support and collaboration with EL teachers, classroom teachers, support staff and families. While they are achieving at high levels they did not achieve the 90% goal based on data of ELA at 88% and Math at 84%. Because of the very small number of language learners assessed one or two students can have a large impact on percentages. Students' benefit from both in-class accommodations and out-of-class intervention as needed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures.

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

This goal was changed to goal 2 for 2017-2020. Performance indicators were changed from percentages to metrics were changed to match the new state dashboard reporting system. We added an action focused on professional development for classroom teachers on ELD standards.

Annual Update

Goal 5

Goal 5: Montecito Union School will create and sustain a positive and respectful school culture that provides our students with the skills and dispositions necessary to thrive during a time of constant change. Students' character will be developed through meaningful interactions with and applications of the Habits of Mind. We will create a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust

> **Strategic Initiative #1: Student Learning and Achievement**
> *Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.*
> **Strategic Initiative #2: Global Perspectives**
>
> *Montecito Union School will provide our students with the skills and dispositions necessary to thrive during a time of constant change that includes increasing globalization, complex environmental challenges and the integration of cultures. We have a responsibility to heighten our students' global perspectives. We are committed to developing our students' character through meaningful interaction and participation in the world around them. We recognize the value of promoting a sense of social responsibility, environmental stewardship, empathy, humility, cultural understanding and a desire to serve others. By providing our students' with tools and confidence, we hope to nurture passionate young people with a commitment to meaningful, responsible and reflective action.*

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff

   Identified Metric
   a. Number of Classroom Restorative Circles

   b. Percentage of Restorative Cycles utilized to manage student discipline challenges

ACTUAL

1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff

   a. 3-5 per week in each classroom with the whole group. Additional circles are conducted to facilitate discussion for problem solving as needed

   b. During the 2015-16 school year, 340 restorative cycles were complete for student discipline. As of May, 301 restorative cycles have been complete for the 2016-17 school year, an 11% reduction

c. 5% drop in annual referral rate

d. 5% drop in annual total playground break count

2. A "Sense of safety" for students by fostering a culture of kindness, respect and integrity as written in the student pledge

   Identified Metric

   a. Parent Program Evaluation Survey results on school culture areas

   b. Healthy Kids Survey reporting levels of student safety, behavior and engagement

   c. Teacher Survey on discipline and school environment

3. 5% annual drop in suspension rates.

   Identified Metric
   a. Suspension data analysis

4. Maintenance of 0% expulsion rate

   Identified Metric
   a. Expulsion data analysis

5. Decrease unexcused absence rates by 1% each year.

   Identified Metric

   a. Monthly and annual attendance reports

6. Decrease in chronic absenteeism by 1% each year.

   Identified Metric

   a. Monthly and annual attendance reports

c. During the 2015-2016 school year, there were 420 office referrals and as of May 22, 2017 there were 380 office referrals. This is a 9% drop in the annual referral rate.

d. There was a 16% decrease in playground break counts. During the 2015-16 school year there were 1953 playground breaks given. As of May 22, 2017, there were 1646 playground breaks given for the 2016-17 school year.

2. A "Sense of safety" for students by fostering a culture of kindness, respect and integrity as written in the student pledge

   a. 2015-16: There were high marks on the new Character Program, the Habits of Mind and communication about these changes- ranges from 90% to 96% of families agree or strongly agree. In 2016-17, the results increased to a very high range of 95%-98% satisfaction with the school culture areas.

   b. 87% of 5th grade students feel safe at school according to the CA Healthy Kids Survey for 2015-16. 100% of students report there is someone who cares about their well being at school.

   c. On May 22, 2017, a staff survey consisting of 7 questions was sent out to gather data and feedback on school culture and discipline.

3. This yields an 86% drop in suspension days

   a. There were 21 suspension days in 2015-16 and 3 suspension days in 2016-17.

4. We maintained a 0% expulsion rate

   a.   There were 0 expulsions in 2016-17.

5. There was a decrease of 21% of unexcused absences

   a. There were 1029 unexcused absences in 2015-16 and 815 unexcused absences in 2016-17.

6. There was a 66% reduction in chronic absenteeism by student.

   a. There were 9 Level III letters in 2015-16 and 3 Level III letters in 2016-17

ACTIONS / SERVICES

Action   1

Actions/Services

PLANNED	ACTUAL
1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff	1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff
a. Refine the school-wide philosophy of character education to reflect adaptations to the character program developed in the 2015-2016 school year.	a. Refined school-wide philosophy and presented in our student handbook, back to school nights (9/5 and 9/12) and shared in staff meetings resulting in consistent expectations around campus
b. Provide additional training to certificated staff on the Restorative Approaches Framework.	b. Staff wide presentation on 8/26 with focus on restorative approaches and character development that aligned our practices across personnel
c. Provide additional training to staff on how to best support grade-level students with dialogue circles.	c. During the first 4 weeks of school, the Principal and Assistant Principal coached teachers by attending/leading Mustang Meetings. Circles modeled at staff trainings for additional training promoting fidelity to the program
d. Continue to develop service-learning lunchtime pathways to include two new opportunities for students to engage with the community.	d. Additional partnerships with the Dream Foundation, Teddy Bear Cancer Foundation, and Storyteller Children's Center expanded lunch-time Pathways which engaged the community. This promoted an understanding and empathetic student body in relation to issues in their community.
e. Establish the practice of mindfulness and proactive dialogue circles 3-5 times per week in every classroom.	e. Provided monthly character roadmaps, which provide mindful practice activities to be implemented 3-5 times per week
f. Develop a classroom-based sequence of behavioral interventions and more tools to manage classroom-level behavioral challenges from a restorative framework.	f. Refined and implemented school-wide sequence of behavioral interventions for in class that includes a restorative process to thoughtfully support student discipline issues
g. Continue to monitor playground data on weekly basis and compare it to 2015-2016 SY data to establish annual trends. Implement strategies for referral reduction and additional positive behavioral supports.	g. Playground data analyzed weekly and a chart with results given to all staff. These weekly trends allowed the Assistant Principal to give Campus Support areas of focus. Added signage which helped to reduce running injuries and a reduction in negative behaviors in high impact zones
h. Develop mechanism for eliciting parent and student feedback on school character efforts.	h. 7th Annual Parent Program Evaluation Survey distributed and survey questions analyzed and refined. Data indicates 95%-98% satisfaction on components of our Character education program. Student feedback was obtained through end of year reflections, in class meetings and class circles
i. Meet with instructional assistants on a bi-monthly basis and continue to develop their "Classroom Toolkit" with strategies for managing behavior.	
j. In collaboration with the Character Committee, develop a month-long Roadmap for our Empowering Mustangs, First Three Weeks of School, and Habits of Mind efforts. Identify school-wide HOM focus areas.	

2. A "Sense of safety" for students by fostering a culture of kindness, respect and integrity as written in the student pledge

   a. Revise and refine student handbook

   b. Decrease discipline referrals by 5%

   c. An additional 2% Increased rating of "strongly agree" responses on applicable questions of the Parent Survey

   d. Identify areas of focus for increase in both Healthy Kids Survey and Teacher Survey

3. Student suspension rates

   a. Analyze suspension data and provide interventions to students at risk in order to decrease suspension rates by 5%

4. Student expulsion rates

   a. Maintain 0% expulsion rates for all students by creating behavior contracts and partnering with families of at-risk students

5. Decrease unexcused absence rates

   a. Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates

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

   c. Analyze attendance data monthly with strategies to achieve an additional 1% decrease in attendance rates

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i. Instructional assistant meetings on 9/6 and 10/4 had a laser focus on behavior management and character education. Our monthly standing meetings continued to support this group and allowed for a forum for questions and feedback.

j. Roadmaps created for Empowering Mustangs, which required teachers to actively engage with and promote the Character Program. This has resulted in a common language campus wide.

2. A "Sense of safety" for students by fostering a culture of kindness, respect and integrity as written in the student pledge

   a. 2016-17 Student handbook revised to reflect changes and feedback from staff and parents

   b. There was a 9% reduction in discipline referrals. In 2015-2016 there were 21 suspensions and 3 in 2016-2017

   c. There was an additional 4% and 12% increase in the rating of strongly agree on the parent survey regarding the two questions on the theme of sense of safety

   d. Healthy Kids survey yielded no areas of concern, but we also had a lower participation rate. So we will reevaluate for 2017-2018

3. Student suspension rates

   a. Student suspension rates were decreased 86%. Continued the extended counselor hours from the 2015-2016 school year into the 2016-17 school year to provide counseling for suspended students as needed. Specific "re-entry" plans created on a case-by-case basis with agreements for behavior and communication. Continued training of restorative practices with staff

4. Student expulsion rates

   a. There were no expulsions last year, therefore we maintained our 0% expulsion rate. Tier 2 behavioral interventions for any student needing additional support in partnership with families.

5. Decrease unexcused absence rates

   a. Principal, Assistant Principal and office staff met twice a week to review attendance resulting in scheduled phone calls and meetings with at risk families

   b. SARB procedures promoted the importance of school attendance. 170

d. Continue to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences

6. Decrease in chronic absenteeism

   a. Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates

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

   c. Analyze attendance data monthly with strategies to achieve 1% decrease in attendance rates

   d. Continue to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences

truancy letters sent home between 8/24-5/22. Communicated and coordinated with Administrative Assistant on procedures and timeline for SARB. There were 138 Level I letters, 30 Level II letters sent, and 3 Level III letters sent.

   c. There was a 21% decrease in attendance rates. Principal, Assistant Principal and office staff met weekly to review attendance. Principal and Assist Principal called specific families to discuss the importance of attendance.

   d. Principal and Assistant Principal met and called families to communicate the importance of attendance in "at-risk" situations. Information is shared at Back to School night and kindergarten orientation as well as in school communication, such as weekly emails

6. Decrease in chronic absenteeism

   a. Principal, Assistant Principal and office staff met twice a week to review attendance resulting in scheduled phone calls and meetings with at risk families

   b. SARB procedures implemented and yielded 170 truancy letters sent home between 8/24-5/22. Communicated and coordinated with Administrative Assistant on procedures and timeline for SARB. There were 138 Level I letters; 30 Level II letters sent; and 3 Level III letters sent.

   c. There was a 21% decrease in attendance rates. Principal, Assistant Principal and office staff met weekly to review attendance. Principal and Assist Principal called specific families to discuss the importance of attendance.

   d. Principal and Assistant Principal met and called families to communicate the importance of attendance in "at-risk" situations. Information is shared at Back to School night and kindergarten orientation as well as in school communication such as weekly emails

BUDGETED
1. j. $8,000 from the General Fund Category 4000
(Incorporate recommendations from the Character Committee to help with integration of Habits of Mind into curriculum and report cards)

1. i. $5,000 from the General Fund Category 2000
(Continue to train campus support supervisors in Habits of Mind and expectations as outlined in the Montecito Union Student Handbook)

BUDGETED
1. j. $8,478 from the General Fund Category 4000, and Fund 5000
(Incorporate recommendations from the Character Committee to help with integration of Habits of Mind into curriculum and report cards)

1. i. $0 from the General Fund Category 2000 and Fund 3000
(Continue to train campus support supervisors in Habits of Mind and expectations as outlined in the Montecito Union Student Handbook)

1. c. $4,000 from the General Fund Category 2000 and Fund 3000

1. c. $5,000 from the General Fund Category 2000 (Continue to train instructional assistants supervisors in Habits of Mind and expectations as outlined in the Montecito Union Student Handbook) 1. d. $5,000 from General Fund Category 4000 (To provide needed materials and other support)	(Continue to train instructional assistants supervisors in Habits of Mind and expectations as outlined in the Montecito Union Student Handbook) 1. d. $7,140 from General Fund Category 4000 and Fund 5000 (To provide needed materials and other support)

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.	Large efforts were made to continue to build positive school culture. Regular meetings of the character committee worked to send messages on the importance of continuity and consistency of expectations. The school held multiple "Mustang Days" where students were reminded of expectations for behavior around campus, centered on Kindness, Respect, Integrity, and Safety.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	More consistent and clear communication across campus has worked to improve our overall school culture. Key indicators such as suspensions were drastically reduced and teachers and instructional assistants report improvements in student behavior and value for the unified and coherent system. Clear follow up with families on attendance has worked to promote a decrease in unexcused absences.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budget expenditures and actual expenditures was due to the fact that some of the money budgeted to train campus support was not needed, as it was accomplished through the regular work day.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal becomes our new goal 3. This goal was edited to remove redundancies and narrow the focus on school culture, discipline and attendance.

Annual Update

Goal 6	**Goal 6:** Include parents in iterative cycles of planning, action and reflection in order to evaluate systems, policies, plans and incorporate community thinking.
	Strategic Initiative #1: Student Learning and Achievement *Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.* **Goal – A Professional Learning Community** – Create a Professional Learning Community that nurtures and cultivates a culture of thinking and understanding in our school and in our classrooms - for our students and our adult community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Identified Metric a. Parent members in parent organizations b. Parent Evaluation Survey results -90% parent satisfaction	a. The PTA documented 2,799 volunteer hours in school events and parent organizations. b. The Parent Evaluation Survey was launched in April and results show on parents satisfaction with the quality of education at 100% parent satisfaction. 86% at strongly agree and 14% at agree.

ACTIONS / SERVICES

Action   **1**

Actions/Services

PLANNED	ACTUAL
a. Audit to determine parent participation in decision-making	a. Through the annual Parent Program Evaluation Survey we offer this data to support parent participation:
b. Actively recruit parents for key organizations and committees, included, but not limited to PTA, MEF, School Site Council, ELAC, Safety and Facilities Design Committee	1. When asked if they felt invited to be part of the MUS community, 72% strongly agree, 28% agree and only 1 person disagreed
c. Investigate tracking system/support for parental participation and involvement monitoring	2. 76% of the parents report that they volunteer in their child's classroom
d. Continue surveying parents annually regarding parent involvement, opportunities to provide feedback and inclusion in decision making as appropriate	3. When asked if they felt that there was a clear focus on strategic plan, 70% strongly agreed, 30% agreed and 0 respondents disagreed or strongly disagreed. This result of 100% indicates that our parents feel that they are part of the decision making process
e. Refine Parent Involvement FAQ annually	b. Transition plans in place with all committees and sub-committees so that current members recruit for open positions and this has ensured a smooth transition of parent involved in key organizations and committees
	c. Volunteer Spot program used to facilitate sign up for parent participation and involvement. The result yielded 2,799 volunteer hours
	d. Seventh Annual Parent Program Evaluation Survey conducted and data used each summer to reevaluate systems and presented to the Board each September
	e. The Parent Involvement FAQ was reviewed in January by School Site Council, refined and reposted to the website for reference

Expenditures

BUDGETED	ESTIMATED ACTUAL
1. d. $0	1. d. $468 Survey Methods Subscription General Fund Category 4000, and Fund 5000

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.	Montecito Union has a high degree of parent involvement and participation in the schools' work and their children's education. Parents volunteer in classrooms on a daily basis, run clubs and activities daily and at lunchtime, and raise funds through the PTA and MEF that contribute to 2% of the operating budget.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Results from our Parent Program Evaluation Survey in its seventh year, continues to show upward trends in satisfaction across the 54 questions from the general survey and the child specific survey
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material difference between budgeted expenditures and estimated actual expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal was achieved and therefore removed from future goals. Seven years of Parent survey results has yielded consistent scores averaging 90% or greater in satisfaction. Montecito Union School District has a long standing history of very strong parent involvement

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Specifically, Montecito Union School District has engaged staff, students, parents, families, and community stakeholders in the development of the LCAP through many systems and structures. While this list might appear just as a long list of dates it signifies the consistent feedback and involvement from various groups. The various means included the following:

Board Meeting Presentations:
-August 23rd 2016, Facilities, Parent Survey results and School Safety Emergency Management Plan (LCAP Goal, SP#3)
-October 18th 2016, Student Achievement, Facilities and Traffic Safety Update
-November 15th 2016, Student Achievement, technology Update and Facilities
-December 6th 2016, Student Achievement and Facilities
-January 17th 2017, Student Achievement and Facilities
-February 21st 2017 Student Achievement and Facilities
-March 21st 2017 Student Achievement and Facilities
-April 18th 2017 Student Achievement and Facilities
-June 1st 2017 Student Achievement, Facilities and LCAP Hearing
-June 13th 2017 Student Achievement and LCAP Adoption

Parent Education Classes:
-October 25th 2016 Technology Parent Meeting
-March 1st 2017 Family STEM Night

ELAC/School Site Council Meetings:
Due to a very small number of English Learner Families at MUS, we have been unable to fill a committee. School Site Council voted to incorporate ELAC into School Site Council with one EL parent representing EL families (in accordance with proportionality) on the council. All EL parents are invited when topics regarding ELs are discussed (program, assessments, data, interventions, reclassification, etc.)
-October 17th 2016, ELAC incorporated into SSC
-November 28, 2016, LCAP presentation
-January 9, 2017, EL presentation, LCAP input and feedback
-February 13, 2017, LCAP input and feedback
-April 10, 2017
-May 10, 2017

Whole-Staff Professional Learning:
-August 19th 2016 Full Day In-service, Practices, Integration, Goal Setting
-August 22nd 2016 Full Day In-service, Character, Email, Discipline
-October 7th 2016 Full Day In-service, Habits of Mind Integration and Curriculum development

Professional Development:
-September 7th 2016 Planning and Structures for Instructional Support
-September 14th 2016 PLC: Goal Setting Check-In, NGSS Intro
-September 15th 2016 Character Committee Day
-September 21st 2016 PLC: Mentor Groups/Individual Coaching
-September 28th 2016 TLC: Curriculum
-October 5th 2016 PLC: NGSS Introduction
-October 12th 2016 PLC: Mentor Groups/Individual Coaching
-October 19th 2016 PLC: Mentor Groups/Individual Coaching
-October 25th 2016-Technology Committee Retreat
-October 26th 2016 PLC: Coaching Group Celebrations
-November 2nd 2016 TLC: Curriculum
-November 30th 2016 PLC: Coaching Group Check-In/Planning – Tech Resources
-December 7th 2016 PLC: STEM Lessons and Reflections
-December 14th 2016 TLC: Curriculum
-January 4th 2017 PLC: Coaching Groups
-January 9th 2017 Character Committee Day
-February 1st 2017 PLC: Running Records
-February 8th 2017 PLC: Coaching Groups
-February 15th 2017 PLC: Coaching Group Celebrations
-February 22nd 2017 TLC: Curriculum
-March 1st 2017 PLC: Coaching Group Check-In/Planning
-March 8th 2017 PLC: Coaching Groups
-March 22nd 2017 PLC: Coaching Groups
-April 5th 2017 TLC: Curriculum
-April 10th 2017 Character Committee Day
-April 10th 2017
-April 12th 2017 PLC: Coaching Groups
-April 19th 2017 PLC
-April 25th 2017 TLC: LCAP Draft Review
-April 26th 2017 PLC: Coaching Group Celebrations
-May 3rd 2017 TLC: Curriculum
-May 10th 2017 Report Card, Placement, Prep
-May 17th 2017 PLC: Reflections
-May 24th 2017 PLC: Goal Setting for 2017-2018
-May 31st 2017 TLC: Curriculum

The grade level PLC meeting structure is the mechanism, which allowed staff involvement on a consistent basis in reference to the LCAP goals, our progress and changes, was done on a weekly basis. Additionally, the Teaching and Learning Collaborative acts as a curriculum and plan review council.

Weekly grade level PLC Meetings:
Monday: 5th grade
Tuesday: Kindergarten, 1st and 6th
Wednesday: 4th and Administrative Cabinet
Thursday: 2nd and 3rd
Friday: Specialists and Special Services

Discussions/Meetings with Facilities Design Committee:
September 6th 2016, November 10th 2016, January 5th 2017, and February 9th 2017

Santa Barbara Public Works Site Visit with Gary Smart and Chris Sneddon/Road Department:
October 3rd 2016

Discussions with Safety, Environment, and Emergency Management (SEEM) Team:
October 13th 2016
October 27th 2016
November 17th 2016
December 8th 2016
January 19th 2017
February 9th 2017
March 16th 2017
April 20th 2017
May 25th 2017

Student Outreach
Friday Flag Assemblies:
August 26th 2016
September 9th 2016
September 23rd 2016
October 6th 2016
November 4th 2016
December 2nd 2016
January 13th 2017
February 10th 2017
March 3rd 2017
April 7th 2017
May 5th 2017
June 2nd 2017

Grade Level Class Meetings- scheduled throughout the year as needed for culture, climate and Character Program Initiatives.

Public Hearing:
- Regular Board Meeting: June 1st 2017

Board Adoption of LCAP followed by budget adoption
- Regular Board Meeting: June 13th 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

By attendance at the numerous meetings mentioned above, stakeholders made it evident that they would prefer a clearer focus on vital areas. Many of our goals were seen as part of our operating norms and did not need to be explicitly stated in the LCAP. Based on the feedback given, we streamlined the goals from 6 in the previous LCAP to 3 goals in 2017-2018. Our numerous groups also felt that the Strategic Plan along with the LCAP provide the blueprint for the District, student learning and achievement. Throughout the year, we consistently look at progress toward our goals and refinements or adjustments with our targeted expectations. This iterative cycle of feedback and continuous improvement has led to changes in the PLC topics and coaching cycles, which influenced student results and therefore our goals and actions.

Through our weekly all school PLC meetings and weekly grade level PLC meetings, we look at data of student performance on both formative and summative assessments. This review regularly influences the direction of our work as we respond to their strengths and areas of growth. This data analysis informed the goals we developed for 2017-1018.

We utilize the trend data and yearly responses from our 7th annual Parent Program Evaluation to also adjust the work of the LCAP. We set a standard of 85% satisfaction and develop goals to address any areas that fell below this benchmark. Our parent input from this year-end survey and PTA forums, is that we need to continue with our work around CCCS and a rigorous curriculum, which we have continued in Goal 1 for 2107-2019. The survey data also indicated along with conversational data form parent meetings that we should continue to build upon and expand our Character Program so that continues to be a goals for 201-2020.

All of these meetings and data continue to inform our LCAP development and analysis.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☒ Modified	☐ Unchanged

Goal 1	Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world
	Strategic Initiative #1: Student Learning and Achievement
	Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child."
	Staff will utilize instructional best practices and multiple assessment measures to equip
	every student with the skills necessary to succeed in an ever-changing world.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Scores	Overall school 2015-16 data in the "Very High" range. No data on Change in Average Distance with 1 year of data	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone of the Academic Indicator of the ELA Dashboard
CAASPP Math Scores	Overall school 2015-16 data in the "Very High" range. No data on Change in Average Distance	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone	Overall school achieves at a minimum in the "High" or "Very High" average distance from level 3 and in the "Green" zone

	with 1 year of data	of the Academic Indicator of the Math Dashboard	of the Academic Indicator of the Math Dashboard	of the Academic Indicator of the Math Dashboard
No complaints on the annual County Office of Education Williams Act Review to include appropriately credentialed and assigned teachers and facilities maintained in good repair	0 complaints in 2016-17	0 complaints	0 complaints	0 complaints
Benchmark assessments	Consistently administered in 2016-17 averaging 50%-75% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations	Administered and evaluated with 80% of students meeting benchmark expectations
Engaged, active and meaningful Professional Learning Community (PLC)	2016-17 Annual survey questions shows 75%-85% agreement in positive attributes of PLC implementation	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers	80% of classroom teachers Agree/Strongly Agree that PLC is time well spent and helps them grow as teachers
Integrated units in Science and Social Studies	In 2016-17, grade levels beginning to explore integrating Science, Math and Social Studies with non-fiction literacy units and activities	Each grade level team develops and implements 2 or more integrated units	Each grade level team refines 2 integrated units and develops 2 additional units of integration	Grade level teams developed year-long scope and sequence outlining thoughtful opportunities for integration of Science and Social Studies
Innovation Lab	In 2016-17, lab currently set up as a typical computer lab with 24 computer stations arranged around the edge of the room	Functioning Innovation Lab that models science practices and cross-cutting concepts with trimester classroom visits	Functioning Innovation Lab with monthly classroom visits and connections to classroom learning	Functioning Innovation Lab with regular classroom visits and connections to classroom learning

PLANNED ACTIONS / SERVICES

Action   **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Monitor and adjust the instructional materials (ELA, Mathematics, NGSS, Social Studies, Technology) to further ensure alignment with New California State Standards 1. Identify, refine and evaluate curricula through regular grade level PLC meeting structure, team days and whole staff professional development 2. Continued curriculum development through collaboration with content specialists in science, mathematics and technology 3. Explore and identify potential NGSS adoption resources and materials 4. Grade level teams develop and implement 2 or more integrated units of non-fiction literacy with Science and/or Social Studies 5. Incorporate study of new Social Studies Framework into professional learning opportunities, building familiarity and awareness of new standards 6. Explore structures and furniture and develop curricular opportunities to restructure existing computer lab into an "innovation" lab focused on science and engineering practices and cross-cutting concepts	Monitor and adjust the instructional materials to further ensure alignment with New California State Standards 1. Identify, refine and evaluate curricula through regular grade level PLC meeting structure, team days and whole staff professional development 2. Continued curriculum development through collaboration with content specialists in science, mathematics and technology 3. Pilot and purchase potential NGSS adoption resources and materials if available 4. Grade level teams refine 2 integrated units and develop and implement an additional 2 or more integrated units of non-fiction	Monitor and adjust the instructional materials to further ensure alignment with New California State Standards 1. Identify, refine and evaluate curricula through regular grade level PLC meeting structure, team days and whole staff professional development 2. Continued curriculum development through collaboration with content specialists in science, mathematics and technology 3. Train for and implement NGSS adoption resources and materials 4. Grade level teams developed year-long scope and sequence outlining thoughtful opportunities for integration of Science and Social Studies

| | literacy with Science and/or Social Studies
5. Develop fluency with Social Studies standards through PLC activities
6. Refine innovation lab curriculum and infrastructure to promote connections to content areas | 5. Continue to revisit Social Studies standards through PLC activities to advance teacher fluency with the standards
6. Refine innovation lab curriculum and infrastructure to promote connections to content areas |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000 (#4) $10,000 (#6)	Amount	$10,000 (#4) $100,000 (#3)	Amount	$10,000 (#4)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($9,000), 3000 ($1,000), 4000 ($10,000)	Budget Reference	1000 ($9,000), 3000 ($1,000), 4000 ($100,000)	Budget Reference	1000 ($9,000), 3000 ($1,000)

Action **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Monitor and adjust the Professional Learning Community structures, systems, and foci (integration, literacy, math, science, social studies) to further ensure alignment with New California State Standards and a relevant, rigorous, and integrated curriculum 1. Conduct regular PLC structure three out of four Wednesday staff meetings to focus on instructional rigor and integration 2. Monthly leadership steering committee meetings and release days as needed to guide the structure, forms and content of PLC implementation and direction 3. Implementation of 6 full-day in-services focused on needs identified by TLC 4. Exploration, identification and implementation of outside professional development opportunities and presenters 5. Three content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom teachers	Monitor and adjust the Professional Learning Community structures, systems, and foci (integration, literacy, math, science, social studies) to further ensure alignment with New California State Standards and a relevant, rigorous, and integrated curriculum 1. Conduct regular PLC structure three out of four Wednesday staff meetings to focus on instructional rigor and integration 2. Monthly leadership steering committee meetings and release days as needed to guide the structure, forms and content of PLC implementation and direction 3. Implementation of 6 full-day in-services focused on needs identified by TLC 4. Exploration, identification and implementation of outside professional development opportunities and presenters 5. Three content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom teachers	Monitor and adjust the Professional Learning Community structures, systems, and foci (integration, literacy, math, science, social studies) to further ensure alignment with New California State Standards and a relevant, rigorous, and integrated curriculum 1. Conduct regular PLC structure three out of four Wednesday staff meetings to focus on instructional rigor and integration 2. Monthly leadership steering committee meetings and release days as needed to guide the structure, forms and content of PLC implementation and direction 3. Implementation of 6 full-day in-services focused on needs identified by TLC 4. Exploration, identification and implementation of outside professional development opportunities and presenters 5. Three content specialist teachers will support grade level teams by providing professional reading, collaborating in planning of units, co-teaching, and gathering resources for classroom teachers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000 (#2) $478,515 (#5) $5,000 (#4)	Amount	$10,000 (#2) $490,523 (#5) $5,000 (#4)	Amount	$10,000 (#2) $546,913 (#5) $5,000 (#4)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($344,699), 3000 ($143,816), 5000 ($5,000)	Budget Reference	1000 ($358,525), 3000 ($141,998), 5000 ($5,000)	Budget Reference	1000 ($364,723), 3000 ($192,190), 5000 ($5,000)

Action **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Utilize the results of assessments to inform teaching practices and instruction 1. Training and implementation of student assessment system to evaluate student master in math, science, and reading 2. Regularly scheduled and agendized benchmark assessment results evaluation and discussion at grade level and whole staff PLCs 3. Piloting data collection processes using existing resources to track student intervention progress (reading and mathematics) 4. Analysis and refinement of RTI systems and procedures 5. Implement and refine online assessment opportunities with CAASPP testing system and student assessment system 6. Provide 3 release days per teacher to administer assessments and evaluate results	Utilize the results of assessments to inform teaching practices and instruction 1. Training and implementation of student assessment system to evaluate student master in math, science, and reading 2. Regularly scheduled and agendized benchmark assessment results evaluation and discussion at grade level and whole staff PLCs 3. Implementing and refining data collection processes using existing resources to track student intervention progress (reading and mathematics) 4. Develop a written outline of RTI systems and procedures for transparent understanding of options and opportunity. 5. Implement and refine online assessment opportunities with CAASPP testing system and student assessment system	Utilize the results of assessments to inform teaching practices and instruction 1. Training and implementation of student assessment system to evaluate student master in math, science, and reading 2. Regularly scheduled and agendized benchmark assessment results evaluation and discussion at grade level and whole staff PLCs 3. Implementing and refining data collection processes using existing resources to track student intervention progress (reading and mathematics) 4. Analyze and refine written outline of RTI systems and procedures for transparent understanding of options and opportunity. 5. Implement and refine online assessment opportunities with CAASPP testing system and student assessment system

	6. Provide 3 release days per teacher to administer assessments and evaluate results	6. Provide 3 release days per teacher to administer assessments and evaluate results

BUDGETED EXPENDITURES

2017-18

		2018-19		**2019-20**	
Amount	$5,000 (#1) $10,000 (#6)	Amount	$5,000 (#1) $10,000 (#6)	Amount	$5,000 (#1) $10,000 (#6)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($9,000), 3000 ($1,000), 5000 ($5,000)	Budget Reference	1000 ($9,000), 3000 ($1,000), 5000 ($5,000)	Budget Reference	1000 ($9,000), 3000 ($1,000), 5000 ($5,000)

☐ New	☒ Modified	☐ Unchanged

Goal 2	English Learners receive a relevant and rigorous curriculum, making regular progress and achieving at levels similar to English-Only peers after a reasonable period of time **Strategic Initiative #1: Student Learning and Achievement** *Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child." Staff will utilize instructional best practices and multiple assessment measures to equip every student with the skills necessary to succeed in an ever-changing world.* **Goal: Student Assessment –** Create an articulated school-wide assessment protocol using multiple measures for all subject areas: curriculum embedded assessment, performance assessment, standardized tests, and analysis of everyday student work and character development. **Strategic Initiative #3: Technology in a 21st Century School** *Montecito Union School will prepare students and staff for the challenges of the 21st century by providing them with opportunities to develop technological literacy in a constantly evolving technological environment. Students and staff will develop the skills to use cutting edge tools in a safe, responsible and efficacious manner. Technology will enhance and support, educational experiences.* **Goal: Technology Curriculum-** Create opportunities for students' to apply technology effectively to gain knowledge, develop skills and distribute artifacts that reflect their understanding.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT/ELPAC Scores and Reclassification Data	Overall EL students in the "Very High" range on the dashboard in 2015-16. No data on Change	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the "Green" zone of the English Learner Dashboard	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the "Green" zone of the English Learner Dashboard	Overall EL students achieve at a minimum in the "High" or "Very High" progressing/reclassification rates and in the "Green" zone of the English Learner Dashboard
CAASPP Scores	Overall in the "Very High" range of the state dashboard in 2015-16. No data on Change	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Overall EL students achieve at levels equivalent to English Only peers within 5 years of instruction in the district
Common Formative Assessments	Students achieving at levels similar to English-Only peers, with 50-75% proficiency on benchmarks	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district	Students Achieve at levels equivalent to English Only peers within 5 years of instruction in the district
EL Progress	50% of ELs advanced once level in 2016-17	At least 75% of English Learners advance one level on CELDT/ELPAC	At least 75% of English Learners advance one level on CELDT/ELPAC	At least 75% of English Learners advance one level on CELDT/ELPAC
EL Reclassification Data	100% of students reclassified within 5 years of enrollment	90% of students reclassified within 5 years of enrollment at MUS	90% of students reclassified within 5 years of enrollment at MUS	90% of students reclassified within 5 years of enrollment at MUS

Action   1

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1. Ongoing professional development related to implementation of ELA/ELD standards 2. Implement collaborative approach to in and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists 3. Regular meetings of the Language Acquisition Team to monitor the progress of English Learners 4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (ELAC/SSC, translation of IEP documents, interpretation at IEP meetings and parent conferences,) 5. Provide training, as available, to EL teachers on ELPAC implementation and analysis of data 6. Expose classroom teachers to ELD standards and provide training on Integrated ELD model and best practices to support language learners across disciplines	1. Ongoing professional development related to implementation of ELA/ELD standards 2. Implement collaborative approach to in and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists 3. Regular meetings of the Language Acquisition Team to monitor the progress of English Learners 4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (translation at conferences, IEPs, critical school documents, etc.) 5. Continue training, as needed, to EL teachers on ELPAC implementation and analysis of data 6. Continue to provide professional development to classroom teachers to ELD standards and the Integrated ELD model and best practices to support language learners across disciplines	1. Ongoing professional development related to implementation of ELA/ELD standards 2. Implement collaborative approach to in and out-of-class, 1-on-1, and small group support of English Learners via Language Specialists 3. Regular meetings of the Language Acquisition Team to monitor the progress of English Learners 4. Continued outreach and collaboration with non-English speaking families as feasible and appropriate (translation at conferences, IEPs, critical school documents, etc.) 5. Continue training, as needed, to EL teachers on ELPAC implementation and analysis of data 6. Monitor Integrated ELD model and best practices to support language learners across disciplines

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$108,556 (#2) $400.00 (#4) $4,000 (#5) $4,204 (#6)	Amount	$112,083 (#2) $1,000 (#4) $4,000 (#5) $3,204 (#6)	Amount	$115,449 (#2) $1,000 (#4) $4,000 (#5) $4,435 (#6)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($77,926), 3000 ($30,630), 4000 ($400.00), 5000 ($8,204)	Budget Reference	1000 ($80,483), 3000 ($31,600), 4000 ($1,000), 5000 ($7,204)	Budget Reference	1000 ($81,849), 3000 ($33,600), 4000 ($1,000), 5000 ($8,435)

	New	☒ Modified	☐ Unchanged

Goal 3	Montecito Union School will create and sustain a positive and respectful school culture that provides our students with the skills and dispositions necessary to thrive during a time of constant change. Students' character will be developed through meaningful interactions with and applications of the Habits of Mind. We will create a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust **Strategic Initiative #1: Student Learning and Achievement** *Montecito Union School will have a relevant, rigorous, and integrated curriculum designed to engage the "whole child."* *Staff will utilize instructional best practices and multiple assessment measures to equip* *every student with the skills necessary to succeed in an ever-changing world.* **Strategic Initiative #2: Global Perspectives** *Montecito Union School will provide our students with the skills and dispositions necessary to thrive during a time of constant change that includes increasing globalization, complex environmental challenges and the integration of cultures. We have a responsibility to heighten our students' global perspectives. We are committed to developing our students' character through meaningful interaction and participation in the world around them. We recognize the value of promoting a sense of social responsibility, environmental stewardship, empathy, humility, cultural understanding and a desire to serve others. By providing our students' with tools and confidence, we hope to nurture passionate young people with a commitment to meaningful, responsible and reflective action.*

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. A school culture in which Habits of Mind are implemented to promote a sense of connectedness among students and staff

2. A "Sense of safety" for students by fostering a culture of kindness, respect and integrity as written in the student pledge

3. Reduced student suspension rates.

4. Zero student expulsion rates.

5. Decrease unexcused absence rates

6. Decrease in chronic absenteeism

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey Data – School Safety, Culture and Habits of Mind	87% of students report feeling safe at school	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind	90% of students agree or strongly agree on key indicators of student survey regarding Safety, Culture, and Habits of Mind
Parent Survey Data on school culture, safety and discipline	85% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators	90% of families report that they agree or strongly agree on key indicators
Student suspension rates	3 suspension days	Maintain 5 or fewer suspension days	Maintain 5 or fewer suspension days	Maintain 5 or fewer suspension days
Student expulsion rates	0 expulsion days	Maintain 0 expulsions	Maintain 0 expulsions	Maintain 0 expulsions
Unexcused absence rates	Estimated 1.2% unexcused absence rate	Maintain 1.1% unexcused absence rate	Maintain 1.1% unexcused absence rate	Maintain 1.1% unexcused absence rate
Chronic absenteeism	9 "Level 3" attendance letters	Maintain 5 or fewer "Level 3" attendance letters per year	Maintain 5 or fewer "Level 3" attendance letters per year	Maintain 5 or fewer "Level 3" attendance letters per year

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

2017-18

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

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

2018-19

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

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

2019-20

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

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,250 (#4) $1,250 (#6) $3,750 (#6)	Amount	$1,250 (#4) $1,250 (#6) $3,750 (#6)	Amount	$1,250 (#4) $1,250 (#6) $3,750 (#6)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($1,000), 2000 ($1,000), 3000 ($1,000), 4000 ($1,000), 5000 ($1,000)	Budget Reference	1000 ($1,000), 2000 ($1,000), 3000 ($1,000), 4000 ($1,000), 5000 ($1,000)	Budget Reference	1000 ($1,000), 2000 ($1,000), 3000 ($1,000), 4000 ($1,000), 5000 ($1,000)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Monitor and adjust attendance procedures and protocols to ensure families recognize the importance of school attendance 1. Assistant principal to personally connect with specific identified at-risk families to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates 2. Implement SARB procedures, including 1st, 2nd, and 3rd letters, Parent meetings, and developing individualized plans for at-risk students 3. Analyze attendance data monthly looking for trends. 4. Seek opportunities for attendance education through regular school communication such as weekly emails and teacher newsletters	Monitor and adjust attendance procedures and protocols to ensure families recognize the importance of school attendance 1. Assistant principal to personally connect with specific identified at-risk families to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates 2. Implement SARB procedures, including 1st, 2nd, and 3rd letters, Parent meetings, and developing individualized plans for at-risk students 3. Analyze attendance data monthly looking for trends. 4. Calendar opportunities for attendance education through regular school communication such as weekly emails and teacher newsletters	Monitor and adjust attendance procedures and protocols to ensure families recognize the importance of school attendance 1. Assistant principal to personally connect with specific identified at-risk families to educate parents on the importance of school attendance, excusable absences and independent study options for extended absences Analyze monthly attendance reports (Aeries) to identify students with excessive unexcused attendance rates 2. Implement SARB procedures, including 1st, 2nd, and 3rd letters, Parent meetings, and developing individualized plans for at-risk students 3. Analyze attendance data monthly looking for trends. 4. Refine school attendance communication such as weekly emails and teacher newsletters

2017-18		2018-19		2019-20	
Amount	$9,154 (#1)	Amount	$9,428 (#1)	Amount	$9,711 (#1)
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	1000 ($6,695), 3000 ($2,459)	Budget Reference	1000 ($6,695), 3000 ($2,733)	Budget Reference	1000 ($6,695), 3000 ($3,016)

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $ 74,236   Percentage to Increase or Improve Services: 2.36 %

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

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

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

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

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

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

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. 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

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>   - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.
>
> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

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

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

  (2) The total number of cohort members.

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

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

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

  (2) The total number of cohort members.

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

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

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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