

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. Each student will develop the necessary language and literacy proficiencies as well as the critical thinking and digital skills that prepare them for college or post-secondary career choices.	Related State and/or Local Priorities: 1x__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	SBAC ELA results: All students--45% proficient Low Income--40% proficient English Learners--35% proficient Foster Youth--45% proficient Students with Disabilities--30% proficient District ELA Benchmark results (3rd trimester): All students—60% proficient Low Income—60% proficient English Learners—60% proficient Foster Youth—60% proficient Students with Disabilities—60% proficient CELDT results: AMAO 1—60% AMAO 2—45% Redesignation rate: 45%		Actual Annual Measurable Outcomes:	SBAC ELA results: All students--30% proficient Low Income--25% proficient English Learners--15% proficient Foster Youth--25% proficient Students with Disabilities--10% proficient District ELA Benchmark results (3rd trimester): All students—58% proficient Low Income—48% proficient English Learners—33% proficient Foster Youth—50% proficient Students with Disabilities—27% proficient CELDT results: AMAO 1—50% AMAO 2—30% Redesignation rate: 20%	
	LCAP Year: xxxx-xx				
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1a. Purchase & utilize ** Language Arts lessons. Develop a formative assessment plan for Language Arts including short cycle and benchmark assessments.		\$123,843 Base	1a. Purchased Language Arts lessons for all grades. Formative assessments in part were used from ** mid and end of unit assessments, and others from Formative Assessment Plan developed by each site Instructional Leadership Team. Data was reviewed by principals and presented at district leadership team meetings. <i>Additional funds were necessary to provide release time for Instructional Leadership Teams to develop additional assessments.</i>		\$190,000 LCFF Base

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1b. Full day release for each teacher monthly to understand and plan for use of target instructional practices related to CCSS. Teachers will be trained in the instructional planning process focusing on Language Objectives for English Learners & differentiated instruction for students with skill gaps.	\$500,000 Sup/Con		1b. Two retired teachers developed the curriculum and delivered the training that substitutes would deliver while teachers met. 6 substitutes were hired and delivered lessons to students while teachers planned and collaborated in grade level teams across all schools. <i>Additional costs due to increase rates for substitute teachers</i>	\$531,003 Sup/Con	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>students not progressing</u>			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>students not progressing</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1a. All materials have been purchased, so this action will no longer be needed. Focus on training and supporting teachers with the materials will need to be addressed in year 2. 1b. Additional funds were necessary to support monthly release days to train all teachers during year 1. In order to continue monthly training for years 2 and 3, at least 25% will be necessary.				

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