**Local Control Accountability Plan and Annual Update (LCAP) Template**

[Addendum](#_Addendum" \o "Link to the LCAP Template Addendum): General instructions & regulatory requirements.

[Appendix A](#_APPENDIX_A:_PRIORITIES" \o "Link to Appendix A in the LCAP Template): Priorities 5 and 6 Rate Calculations

[Appendix B](#APP_B_GuidingQuestions" \o "Link to Appendix B in the LCAP Template): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](https://www.caschooldashboard.org/#/Home): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| Orange County Academy of Sciences and Arts | Doreen Fioretto  Principal | [dbfioretto@ocasacharter.org](mailto:dbfioretto@ocasacharter.org)  949-269-3290 |

**[2017-20 Plan Summary](#_Introduction_1" \o "Link to instructions for Plan Summary)**

**The Story**

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

### Students at Orange County Academy of Sciences and Arts (OCASA) come from numerous surrounding communities and represent a diverse population of students. The community of families chose OCASA due to their desire for a different learning environment and experience for their students. OCASA accomplishes this through hands-on, inquiry-based instruction and Individualized Learning Plans (ILPs) which are designed to meet the learning needs of every student. These plans are developed by analyzing data from formal and informal assessments, CAASPP data, interactions with the students, and feedback received from families during conferences. The students served include general education students, students in special education, and students who are English language learners

### .LCAP Highlights

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

1. Improve School-Wide Positive Behavior
   1. We began this process last year with the PBIS training. Implementation will begin during the 2018-19 school year. We have identified additional needs and are adding an MTSS program to our program as well.
2. Improved differentiation to ensure each student is achieving at his/her academic level.
   1. As our student population expands and the data that we have gathered continues to build an academic picture of our students, we will be using this data to improve differentiation. This differentiation will be addressed in each student’s ILP and embedded into instruction.
3. Professional development focused on our SPED populations.
   1. In order to improve differentiation and meet the learning needs of our SPED population, we will increase our level of professional development focused on this population. In particular, our inclusive practices will be refined and improved to best meet the goals for student outcomes in the classroom.

### 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**

Over the 2017-18 school year, we addressed the 3 priorities which were outlined in our 2016-17 LCAP. Overall, we made progress in all three areas. This progress was determined through stakeholder feedback (staff, parent and student informal and formal surveys) as well as data from formal assessments, report cards, and our student information system.

Improved school climate and positive school-wide behavior was evidenced in numerous areas. Families regularly shared that they saw a significant change over the 2016-17 school year in terms of behavior management on campus. These improvements were a result of master scheduling changes, increased campus supervision, and targeted behavior improvements (administrative check-ins, behavior contracts, referral notices, parent meetings) in the classroom. There was a significant increase in the amount of parental involvement at the school as well. Over 250 of our parents (our total school population averaged 300 students) attended Volunteer Training and regularly participated in campus activities. We were able to organize a PTSA on our campus, providing additional volunteer opportunities for our families. There were increased school-wide activities that promoted further development of our school community. Additionally, we began the first year of implementation for a school-wide PBIS program and are prepared to enter year two of implementation in August.

In addressing the need for increased academic rigor, our teaching staff spent nine days in pre-service professional development training on both curriculum development and improvement in three core areas (ELA, Math, and Science). Additionally, teachers met at least twice a month for collaborative curriculum development and participated in an additional eight days of professional development for our new UCI Math curriculum (K-5). Our 6th and 7th grade teachers spent a total of eight days in professional development to improve their instruction with the new Summit Learning Curriculum. Increases overall in Math and ELA scores were apparent when analyzing the results of the Renaissance STAR assessments and NWEA assessments from the beginning of the school year through the end of the school year.

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

As our program continues to grow and develop, we met as a Professional Learning Community with staff to discuss areas for growth for the 2018-19 school year. In addition, after surveying parents, we have identified areas of growth for the upcoming school year.

With a focus on mixed-age instruction at OCASA, differentiating curriculum and instruction is critical not only to student success, but also to the success of our charter. As we improve our practice with mixed age instruction, differentiation naturally follows. In particular, the data this year from the Renaissance STAR and Map Testing as well as other formal/informal assessment data indicate that we have student abilities that spread across all four reported scoring ranges. We need to address the needs of the students in the Standard Not Met/Nearly Met and Standard Exceeded ranges through differentiation to ensure the best student outcomes.

Our significant special education population (12 percent at the end of the school year, not including students with only Speech related IEPs) requires a reasonably trained staff to meet the learning needs of those students in an inclusive environment. As we have increased the expectations for our Instructional Assistants in the classroom and will be adding an additional Education Specialist to serve those students, a large focus of our professional development this year will be targeted to assisting that population to improve overall educational outcomes.

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

#### Performance Gaps

As we only have one year of data, we are not able to clearly identify performance gaps based on state indicators. Performance gaps will be identified after three full years of data have been reported to the state.

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

#### Increased or Improved services

OCASA will increase or improve services for low-income students, English learners and foster youth through the following:

1. Hiring a Computer Science/Engineering teacher to support teacher professional development in integrating technology and access across disciplines to enhance learning.
2. Increase ELD professional development for teachers for further implementation in the classroom, ensuring student ability to access the curriculum.

### [Budget Summary](#_Budget_Summary" \o "Link to Budget Summary Instructions)

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

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total General Fund Budget Expenditures For LCAP Year | $ 3,128,654 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $ 3,128,654 |

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 General Fund Budget Expenditures not included in the LCAP go towards reserve balance and administrative services not directly related to student performance.

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total Projected LCFF Revenues for LCAP Year | $2,663,623 |

## [Annual Update](#_Annual_Update)

**LCAP Year Reviewed: 2017-18**

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

### Goal 1

Improve School Climate

[State and/or Local Priorities](#_State_Priorities_1) addressed by this goal:

State Priorities: #3, #6

Local Priorities:

#### [Annual Measureable Outcomes](#Instructions_AU_AnnMeasOutcomes)

| Expected | Actual |
| --- | --- |
| Increase in Parent Net Promoter Score as measured by Parent School Climate Survey. Baseline Score was 32.8. Projected increase for the 2017-18 School Year was 1.6% to 34.4. | Parent Net Promoter Score increased to 78.2 |
| Increase in Staff Net Promoter Score as measured by the Staff School Climate Survey. Baseline was 38.0. Projected increase for the 2017-18 school year was 1.9% to 39.9 | Staff Net Promoter Score increased to 65.3 |
|  |  |

#### [Actions / Services](#_Actions/Services_1)

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

#### Action 1

| Planned  Actions/Services | Actual  Actions/Services | Budgeted  Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| Increased Professional Development; Addition of Assistant Principal to support school culture; introduction of enrichment programs and PE for all students during the day as well as enrichment programs available after school. | Professional Development focused on our SW-PBIS program this year under the leadership of our newly hired Assistant Principal. We introduced an Arts program this year for enrichment and ensured that all students have access to PE at least two times per week. The after-school enrichment programs were not implemented as planned. We are working to improve this program for the next school year. | $225,500 | $225,500 |

### [Analysis](#_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.

**Cell**

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

During pre-service, teachers collaborated and developed strategic implementation for school and classroom climate, especially in the first 6 weeks of school. Teachers were encouraged to set up positive classroom reward systems for positive behavior and academic achievements. Band collaborators met formally and informally throughout the year to discuss progress.

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

Assistant Principal facilitated individual student behavior or academic plans via a Student Success Team (SST) meetings with parents and teachers. Meetings aimed to address specific student concerns with directed actions for expected outcomes. Although some meetings resulted in referral to Special Education team for assessment, others were focused on particular goals for classroom behavior or academics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Aside from the previously identified students in Special Education, SST’s were conducted for 7% of student population. Data from SST meetings provided all parties a closer understanding of student needs within the classroom, school-wide and home.

### Goal 2

Improve School-Wide Positive Behavior

[State and/or Local Priorities](#_State_Priorities_1) addressed by this goal:

State Priorities: #3, #5, #6

Local Priorities:

#### [Annual Measureable Outcomes](#Instructions_AU_AnnMeasOutcomes)

| Expected | Actual |
| --- | --- |
| Increase in Positive Referrals (Rocket Referrals) to Administration. Baseline was 15%. Goal was 35% of students will receive a Positive Referral to Administration during the school year. | While we definitely increased the number of Positive Referrals to Administration during the 2017-18 school year, the actual percentage was 26%. We increased by 11% and were shy of the 35% by 9%. |
| Reduction in Administrative Referrals. Baseline was 10% of students referred to administration on a weekly basis. Goal was to decrease referrals to administration by 3% on a weekly basis. | |  | | --- | | There was a decrease in Administrative Referrals this year to 7%, which was 4% more than our anticipated goal. | |
| Staff participation in the School-Wide PBIS program. Goal was 80% staff participation in the SW-PBIS Program. | Attendance records from PBIS meetings indicate that we met/exceeded our goal of 80% staff participation in the SW-PBIS program. |

#### [Actions / Services](#_Actions/Services_1)

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

#### Action 1

| Planned  Actions/Services | Actual  Actions/Services | Budgeted  Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| Identified staff to participate in off-site trainings and train remaining staff during Professional Development meetings during the school year. | 4 staff members, including the Assistant Principal, participated in the Professional Development training sessions at OCDE throughout the 2017-18 school year. Each team member participated in the training of all additional OCASA staff during on-site Professional Development sessions throughout the year. | $150,000 | $150,000 |

### [Analysis](#_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.

**Cell**

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

Throughout the 2017-18 school year, the PBIS team attended training through OCDE in order to prepare our staff for implementation. The beginning stages of implementation included developing tools to gather data over the next couple of school years (referral systems, incentive systems, school-wide/classroom expectations). Staff collaboratively built matrixes for expectations and are continuing the referral process over the summer.

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

While there was an increase in positive referrals, we did see a slight decrease in office referrals. Our student population grew by approximately 55 students, so that could account for the number of office referrals. Additionally, students referred to the office were typically students who had required the most intervention throughout the entire school year. We will need to target that population of students over the next school year as we further implement the PBIS and MTSS systems school-wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

As described above, we have identified clear needs for next school year related to improved behavior and differentiated instruction. We have modified this goal to include the addition of the MTSS program at our school, which includes PBIS and RtI. Additionally, the MTSS program targets social-emotional learning. The addition of another Education Specialist will provide the support needed to implement that program school-wide.

### Goal 3

Improve Academic Rigor School-Wide

[State and/or Local Priorities](#_State_Priorities_1) addressed by this goal:

State Priorities: #1, #2, #4, #5, #7, #8

Local Priorities:

#### [Annual Measureable Outcomes](#Instructions_AU_AnnMeasOutcomes)

| Expected | Actual |
| --- | --- |
| |  | | --- | | Increased academic performance in ELA and Math in K-5 as assessed by Renaissance STAR. 45% of students will meet or exceed grade level competencies | | 68.2% of students assessed with Renaissance STAR are meeting or exceeding grade level standards. |
| |  | | --- | | Increased academic performance in Middle School as assessed by NWEA assessments. 45% of students will meet or exceed grade level | | 57.2% of students assessed with NWEA are meeting or exceeding grade level standards. |
| |  | | --- | |  | |  |

#### [Actions / Services](#_Actions/Services_1)

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

#### Action 1

| Planned  Actions/Services | Actual  Actions/Services | Budgeted  Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| Increased Professional Development focused on core curriculum (Wonders, FOSS, UCI Math, Summit Curriculum) with increased collaboration time embedded into master schedule. | All teachers participated in pre-service Professional Development, which covered the core curriculum. Teachers used collaborative work time to improve teaching practice related to ELA and Math. | $8,907 | $8,900 |

### [Analysis](#_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.

**Cell**

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

Pre-service Professional Development was scheduled for 9 days prior to school year in order to fully prepare teaching staff. All staff attended trainings as appropriate. Professional Development continued throughout the school year with eight more UCI Math training days and four more Summit Learning training days. Teachers met almost every Wednesday after lunch to collaborate and prepare lessons for their students as well as other built-in collaborative opportunities for planning purposes.

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

Teachers indicated that they felt significantly prepared to teach ELA and Math during the school year, as much of the planning for first semester was complete by the end of August. The increased amount of Professional Development as well as collaborative planning time clearly impacted the learning outcomes of the students. Overall, there were significant increases in both ELA and Math, as indicated by score comparisons over the school-year. Students took the Renaissance STAR Assessments and NWEA/Map Assessments three times over the course of the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

The outcomes were as expected. As a result, we will continue our practice of extended Professional Development and collaborative planning time for the staff.

## [Stakeholder Engagement](#_Goal)

LCAP Year: **2017-18**

### Involvement Process for LCAP and Annual Update

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

|  |
| --- |
| Families and staff were all provided with a school climate survey in the Spring of 2018. Students were surveyed throughout the year by teachers and by Administration in order to provide feedback on the educational program and school climate at OCASA. Students in grades 6-8 and their families completed surveys provided through the Summit Learning Curriculum to provide feedback related to school climate and as well as learning in the classroom. Additionally, Administration met with numerous groups of parents on a monthly basis to update families on academic and school-wide needs which had been addressed as a result of these monthly meetings.  Administration also regularly held meetings with individual families and groups of families in order to verbally survey their opinions and feedback related to academic rigor, school climate and school wide positive behavior needs at OCASA. This information was used to determine part of the actual outcomes of our goals and a focus for our goals for the 2018-19 school year. |

### Impact on LCAP and Annual Update

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

After these consultations, it became clear that we needed to continue to improve School-Wide Positive Behavior as well as focus our goals and actions more deliberately around our instructional program in order to meet the learning needs of all students at the school. Consistently, the discussion related to differentiation and improved services for our students in Special Education. Many of the teacher PLC meetings were focused specifically around differentiation and Special Education services in the classroom. With this feedback, we developed our goals to continue the improvement to our instructional program for the 2018-19 school year.

## [Goals, Actions, & Services](#_Goals,_Actions,_and_3)

Strategic Planning Details and Accountability

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

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

Modified Goal

### [Goal](#_Goal_2) 1

Improve School-Wide Positive Behavior

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: #3, #5, #6

Local Priorities:

#### [Identified Need](#_Identified_Need):

While evidence indicates that School-Wide Positive Behavior increased over the 2017-18 school year, we have only completed year one of the SW-PBIS program. We are finalizing our referral system over the summer, with implementation and training planned for the 2018-19 school near. It is a 3-5 year process overall. In addition, we will begin the process of implementing MTSS on our campus for the 2018-19 school year, which combines PBIS and Response-to-Intervention (Rti) practices. MTSS also contains a social-emotional learning component. This is critical to the improvement of school-wide positive behavior, as many of the behaviors are directly connected to social interactions between students.

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Increase in Positive Referrals (Rocket Referrals) to Administration. | Baseline was 15% | 26% | 35% | 55% |
| Reduction in Administrative Referrals. | 10% | 7% | 6% | 5% |
| Staff participation in the SW-PBIS and MTSS programs. | 80% | 80% | 90% | 95% |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

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

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Not):

| [**Students to be Served**](#_Applicable_Pupil_Subgroups)**:**  (Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](#_Location(s)_1)**:**  (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| --- | --- |
| All | OCASA |

**OR**

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Contributing):

| [**Students to be Served**](#_Students_to_be)**:**  (Select from English Learners, Foster Youth, and/or Low Income) | [**Scope of Services**](#_Scope_of_Service_2)**:**  (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | [**Location(s):**](#_Location(s))  (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| --- | --- | --- |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

##### [Actions/Services](#_Actions/Services_2)

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| New | Modified Goal | [Add 2019-20 selection here] |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| Identified staff to participate in off-site trainings and train remaining staff during Professional Development meetings during the school year. | PBIS team will continue to attend training and bring it back to OCASA to train the rest of the staff.  Staff will continue to participate in developing our PBis | [Describe the 2019-20 action/service here] |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- | --- |
| Amount | [Add amount here] | [Add amount here] | [Add amount here] |
| Source | [Add source here] | [Add source here] | [Add source here] |
| Budget Reference | [Add budget reference here] | [Add budget reference here] | [Add budget reference here] |

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

Modified Goal

### [Goal](#_Goal_2) 2

Improve differentiated instruction to ensure each student is achieving at his/her academic level, resulting in increased Academic Rigor.

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: #2, #3, #4, #7, #8

Local Priorities:

#### [Identified Need](#_Identified_Need):.

As our student population expands and the data that we have gathered continues to build an academic picture of our students, we need to ensure that teachers are differentiating to meet the various learning needs of all our students. We will use current and previous year’s data to improve differentiation school-wide. This differentiation will be addressed in each student’s ILP and embedded into instruction.

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Increase in student performance on standardized, formal and informal assessments. Administration. | We did not have a baseline for this measure, as we did not begin gathering standardized assessment data until the end of the 2016-17 school year with the CAASPP assessments. |  |  |  |
| Teacher participation in professional development related to differentiation in the classroom | N/A | N/A | 100% | 100% |
| Teacher lesson plans identifying differentiated instruction based on student learning needs. | N/A | N/A | 80% | 95% |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

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

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Not):

| [**Students to be Served**](#_Applicable_Pupil_Subgroups)**:**  (Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](#_Location(s)_1)**:**  (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| --- | --- |
| All | OCASA |

**OR**

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Contributing):

| [**Students to be Served**](#_Students_to_be)**:**  (Select from English Learners, Foster Youth, and/or Low Income) | [**Scope of Services**](#_Scope_of_Service_2)**:**  (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | [**Location(s):**](#_Location(s))  (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| --- | --- | --- |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

##### [Actions/Services](#_Actions/Services_2)

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| New Goal | Modified Goal | [Add 2019-20 selection here] |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| Increased Professional Development focused on core curriculum (Wonders, FOSS, UCI Math, Summit Curriculum) with increased collaboration time embedded into master schedule. | Teachers will continue their Professional Development as it relates to core curriculum.  Teachers and IAs will participate in Professional Development directly related to differentiated instruction and increased academic rigor.  Teachers will use collaborative planning time to incorporate differentiation into their lesson plans. | [Describe the 2019-20 action/service here] |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- | --- |
| Amount | [Add amount here] | [Add amount here] | [Add amount here] |
| Source | [Add source here] | [Add source here] | [Add source here] |
| Budget Reference | [Add budget reference here] | [Add budget reference here] | [Add budget reference here] |

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

New Goal

### [Goal](#_Goal_2) 3

Increased Professional Development focused on how best to serve our students in Special Education, resulting in improved academic performance.

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: #3, #5, #7, #8

Local Priorities:

#### [Identified Need](#_Identified_Need):.

In order to improve differentiation as well as meeting the learning needs of our SPED population, we see a need to increase professional development as it relates to our students in Special Education.

#### [Expected Annual Measureable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Increase in student performance on standardized, formal and informal assessments. Administration. | We did not have a baseline for this measure, as we did not begin gathering standardized assessment data until the end of the 2016-17 school year with the CAASPP assessments. |  |  |  |
| Instructional Assistant participation in training to provide SAI hours in the classroom. | N/A | N/A | 100% | 100% |
| Increase in percentage of goals achieved for students with IEPs. | N/A | N/A | 80% | 95% |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

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

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Not):

| [**Students to be Served**](#_Applicable_Pupil_Subgroups)**:**  (Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](#_Location(s)_1)**:**  (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| --- | --- |
| Students with Disabilities | OCASA |

**OR**

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Contributing):

| [**Students to be Served**](#_Students_to_be)**:**  (Select from English Learners, Foster Youth, and/or Low Income) | [**Scope of Services**](#_Scope_of_Service_2)**:**  (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | [**Location(s):**](#_Location(s))  (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| --- | --- | --- |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

##### [Actions/Services](#_Actions/Services_2)

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| New | New Goal | [Add 2019-20 selection here] |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| Increased Professional Development; Addition of Assistant Principal to support school culture; introduction of enrichment programs and PE for all students during the day as well as enrichment programs available after school. | Teachers and IAs will work collaboratively with our Education Specialists to develop learning plans for our students with disabilities. These plans will include further training for our IAs as they provide SAI for the students. It will also provide teachers with the tools they need as the general education provider to meet the learning needs of these specific students.  Education Specialists will attend Professional Development as needed to improve their skills and ability to train/work with staff. | [Describe the 2019-20 action/service here] |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- | --- |
| Amount | [Add amount here] | [Add amount here] | [Add amount here] |
| Source | [Add source here] | [Add source here] | [Add source here] |
| Budget Reference | [Add budget reference here] | [Add budget reference here] | [Add budget reference here] |

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

LCAP Year: **2018-19**

| [Estimated Supplemental and Concentration Grant Funds](#Instructions_DII_EstSCFunds) | [Percentage to Increase or Improve Services](#Instructions_DII_PercentIncImprServices) |
| --- | --- |
| $ 44,947 | 1.82 % |

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).

Staff will receive specific Professional Development designed to improve outcomes from our students who are English language learners. This includes training in Reading Intervention and SDAIE strategies as needed.

Students who qualify for free/reduced lunch will have meals provided to them at no cost.

Staff will provide tutoring after school for these students should the need arise.

After school enrichment programs will also be provided at no or reduced cost for those students who qualify for free/reduced lunch. Additionally, targeted instructional tutoring will be included as part of the after-school program.

## [Addendum](#DOC_Addendum)

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

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

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

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

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

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

### Instructions: Linked Table of Contents

[Plan Summary](#_Introduction_1)

[Annual Update](#_Annual_Update)

[Stakeholder Engagement](#_Stakeholder_Engagement)

[Goals, Actions, and Services](#_Goals,_Actions,_and)

[Planned Actions/Services](#_Planned_Actions/Services_3)

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

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

### [Plan Summary](#_2017-20_Plan_Summary" \o "Link to Plan Summary Section)

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

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

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

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

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

#### [Budget Summary](#_Budget_Summary_1" \o "Link to 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](#_Annual_Update_1" \o "Link to Annual Update)

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

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

#### [Annual Measurable Outcomes](#_Annual_Measureable_Outcomes" \o "Link to 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](#_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](#_ANALYSIS_1)

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](#DOC_SE_StakeholderEngagement)

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

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

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

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

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

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

### [Goals, Actions, and Services](#_Goals,_Actions,_&)

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](#_Goal_1_1)

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](#_State_and/or_Local)

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

##### [Identified Need](#_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](#_Expected_Annual_Measureable)

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)](#_APPENDIX_A:_PRIORITIES).

#### [Planned Actions/Services](#_Planned_Actions_/)

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

##### [For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement](#_Action_1)

###### [Students to be Served](#_Demonstration__of)

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

###### [Location(s)](#_Demonstration__of)

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

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

##### [For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement](#_Demonstration__of):

###### [Students to be Served](#_Demonstration__of)

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](#Instructions_DemIncreasedImproved) section, below), the LEA must identify the unduplicated student group(s) being served.

###### [Scope of Service](#_Demonstration__of)

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

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

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

###### [Location(s)](#_Demonstration__of)

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

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

##### [Actions/Services](#_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](#_ACTIONS/SERVICES):

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

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

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

##### [Budgeted Expenditures](#_Budgeted_Expenditures_3)

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](#_Demonstration_of_Increased_1)

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

#### [Estimated Supplemental and Concentration Grant Funds](#DOC_EstSupCon)

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](#DOC_PectIncrImp)

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](#Instructions_GAS_StateLocalPriorities)

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

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

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

1. The implementation of state board adopted academic content and performance standards for all students, which are:
   1. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   2. Mathematics – CCSS for Mathematics
   3. English Language Development (ELD)
   4. Career Technical Education
   5. Health Education Content Standards
   6. History-Social Science
   7. Model School Library Standards
   8. Physical Education Model Content Standards
   9. Next Generation Science Standards
   10. Visual and Performing Arts
   11. World Language; and
2. 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:

1. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
2. How the school district will promote parental participation in programs for unduplicated pupils; and
3. 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:

1. Statewide assessments;
2. The Academic Performance Index;
3. 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;
4. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
5. The English learner reclassification rate;
6. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
7. 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:

1. School attendance rates;
2. Chronic absenteeism rates;
3. Middle school dropout rates;
4. High school dropout rates; and
5. High school graduation rates;

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

1. Pupil suspension rates;
2. Pupil expulsion rates; and
3. 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:

1. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
2. Programs and services developed and provided to unduplicated pupils; and
3. 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:

1. Working with the county child welfare agency to minimize changes in school placement
2. 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;
3. 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
4. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

1. Local priority goals; and
2. Methods for measuring progress toward local goals.

## [APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS](#DOC_AppendixA)

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](#DOC_AppendixB)

### 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 pupilsidentified 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?

*Prepared by the California Department of Education, October 2016*