

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

Albert Einstein Academies Middle School

Contact Name
and Title

Andreas Trakas, MS Principal

Email and
Phone

atrakas@aeacs.org, 619-780-0400

2017-20 Plan Summary

THE STORY

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

Albert Einstein Academy Charter Middle School (AEACMS) was established in Fall 2006, as the second charter school under the umbrella of Albert Einstein Academies, a non-profit organization.

Albert Einstein Academy Charter Middle School (AEACMS) is an International Baccalaureate charter school, serving 600 students in grades 6-8 within the community of South Park/Golden Hill in San Diego. AEACMS is both WASC-Accredited, and authorized as an International Baccalaureate World School that earned California Distinguished School Status in 2011. As a direct funded charter school, AEACMS is its own Local Educational Agency (LEA). Our school began work on an Action Plan in Fall 2015, as part of the WASC Re-Evaluation Study with a focus on student learning and academic achievement.

AEACMS's mission is: "Teaching our Children Today to Advance our Shared Humanity Tomorrow", which is derived from the AEACMS educational program that is based on the International Baccalaureate Middle Years Program (IBMYP) model. As an authorized IB World School, AEACMS is committed to developing well-rounded global citizens, for life-long success. Our charter school provides a rigorous standards-aligned academic curriculum with numerous academic supports to address the learning gaps of our students.

AEACMS has instituted a school site council in order to help with data collection and dissemination to the community for purposes such as Title I funds allocation and collaboration on the Single Plan for Student Achievement (SPSA) as well as the safety plan for the school.

LCAP HIGHLIGHTS

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

Data collected during internal and external assessments, parent universities with topics ranging from math to IB to the Language continuum and “Pastries with the Principal” common themes were identified. The assessment data and input received from the various stakeholders’ serves to align our school’s LCAP, WASC Action plan, and IB Self Study all of whose primary focus is to improve student achievement.

- Provide Professional Development for teachers on intervention strategies, IB grading and Instructional Practice for 21st Century Learner.
- Implement benchmarks assessments in all subject areas to ensure high quality teaching and learning
- Provide academic intervention/support for struggling students to create a learning centered culture
- Expand parent opportunities and workshops to support their child’s academic progress to cultivate a culture of learning.
- Expand student choice and voice to increase student engagement.
- Strategically manage data to align resources to maximize the impact on student learning.

More data will be collected in Fall 2017..

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.

All sub-group at AEACMS showed significant growth as indicated by SBAC scores. We saw the greatest gains in our Special Education and Socioeconomically Disadvantaged populations.

We attribute these gains to:

- School wide professional development plan heavily focused on written curriculum norms and scope and sequence.
- Grade Level and Content Collaboration with standardized approaches and agendas.
- Heavy focus on student conferring to identified individual needs and foster-targeted instruction.
- Heavy classroom support for projects and activities done in class.
- Ensuring that all students have access to snacks and meals.
- Providing access to social clubs (during lunch and after school) to increase student engagement and connectedness to school.
- Heavy focus on supporting special education students within the classroom through Instructional Assistant and General Education Teacher collaboration as means of streamlining approaches to teaching and learning.

GREATEST PROGRESS

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**

One of our greatest needs includes analyzing the suspension rate for white and ELL students, which received an orange rating on the LCFF Evaluation Rubric, to determine if the sample size represents any inequities.

Another area of need is English language learner progress, which also received an orange. For this subgroup, we must continue to refine our professional plan to place significant emphasis on teacher practice and use of resources.

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?

**PERFORMANC
E GAPS**

No subgroups are applicable to this indicator.

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.

We will continue to refine our professional development plan to support effective teacher practice in ensuring curriculum is accessible to every student.

We will continue to focus on school culture and student engagement to ensure every student feels connected and supported. We will also develop our counseling program to provide opportunities for students to receive support and share challenges in a safe environment

We will continue to look at all forms of student data (hard and soft data) to identify academic and social needs.

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 \$ 6,495,184

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year \$3,071,672

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.

Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to the following costs associated with operating the school program

- Auxiliary Staff Members
- Staff Benefits
- Operational Supplies
- General Insurance costs
- Lease and Rental Costs
- Legal/Audit Fees
- Various non-instructional consultants
- Administration Fees

\$ 4,965,589

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017–18

Goal 1

All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Teachers are highly motivated to teach within their assigned subject area leading to improved academic achievement of students as measured by benchmark and state assessments as well as teacher/student surveys.

ACTUAL

Teachers are highly motivated to teach within their assigned subject area leading to improved academic achievement of students as measured by benchmark and state assessments as well as teacher/student surveys. We are keeping this goal because of new staff entering AEACMS.

Action

1

Actions/Services

PLANNED

Teachers are being trained in IB practices and principles.

ACTUAL

100% of students have access to teachers who are appropriately assigned and trained in implementing IB standards and practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$1612386	\$1833730
a. \$1,345,909 (LCFF Base); \$339,410 (LCFF Supplemental and Concentration)	\$1812584 (LCFF Base); \$6731 (Title II); \$14414 (Educator Effectiveness)
Salaries (1000), Benefits (3000)	1000, 3000, 5000

Action

2

Actions/Services

PLANNED	ACTUAL
100 % of the students have access to instructional materials for all classes	. 100% of students have access to a well-rounded, rich and rigorous standards-based curricula and instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$25000	\$49923
\$15000 (LCFF Base); \$10000 (LCFF Supplemental and Concentration)	\$32000 (LCFF Base); \$17974 (LCFF Supplemental and Concentration); \$780 (Educator Effectiveness)
Materials (4000)	4000

ANALYSIS

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.

Teachers were sent to training offered by the IB organization or completed in-house IB training by a veteran teacher to learn about implementing the IB standards and practices. Teachers were assigned a mentor teacher throughout the year to assist in implementing the IB program in the classroom in addition to the state standards. Teachers were able to collaborate with veteran IB teachers in their subject area during common content prep.

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

All of our students are taught by teachers who have the knowledge of implementing the IB standards and practices in the classroom. Based on teacher surveys, they feel supported in their IB journey and value the mentorship. The action is very effective and only required a minimum adjustment to the master schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staffing and supplies

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.

No changes were made to this goal. Currently, the goal is completed. However, given teacher turn-over, the goal will remain in place to support teachers who are new to AEA.

Goal 2

Professional development for teachers on implementation strategies for CCSS math/ELA and NGSS to improve pedagogical research-based strategies to address learning gaps and improve student achievement

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

Improvement of student academic achievement as measured by classroom tests and observations, benchmark assessments, SBAC testing, and CELDT re-classification rate.

PD has taken place, benchmark assessments show improvement in students' academic standing. CELDT and SBAC data are not available yet.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED

ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers introduce instructional strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.

ACTUAL

On-going

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$70000	
Title I Part A	\$244166
Salaries (1000), Benefits (3000)	\$94005 (Title I Part A); \$170,161 (Supplemental and Concentration)
	1000, 3000, 4000

Action

2

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Actions/Services

PLANNED	ACTUAL
In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is increasingly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).	On-going

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$90000	
\$70000 (Title I Part A); \$20000 (State SPED Funding)	\$416224; See Goal 2, Action 1
Salaries (1000), Benefits(3000) Salaries (2000)	\$351445 (SPED Funding); \$64779 (Supplemental and Concentration Funds)
	1000, 2000, 3000, 4000, 5000

ANALYSIS

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.

Teachers went through a year-long PD cycle on objective writing aligned to content standards and assessments. Teachers went to CCSS and NGSS training to write a year-long scope and sequence for their grade level as well as align the curriculum vertically.

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

On-going

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staffing

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.

No changes have been made.

Goal 3

Create a structure within the classroom that, by design, supports the needs of varied learners.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 x4 5 6 x7 x8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Students gain academic content knowledge through targeted instruction within CCSS and NGSS frameworks with SPED/EL support strategies and enrichment opportunities as evidenced by SBAC data and CA dashboard analysis.

On-going

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Initiate targeted instruction

ACTUAL

Initiated targeted instruction with an emphasis on EL and SPED population while providing enrichment activities for all students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$60000	\$153843
\$30000 (State SPED Funding); \$30000 (LCFF Supplemental and Concentration)	\$143785 (Supplemental and Concentration); \$10058 (LCFF Base)
Salaries (2000), Benefits (3000)	

Action **2**

Actions/Services

<p>PLANNED Increase RTI services</p>	<p>ACTUAL Increased RTI services through master schedule changes from one period per grade level per subject area to two periods per subject area per grade level.</p>
<p>BUDGETED \$30000 \$18000 (LCFF Base); \$12000 (Supplemental and Concentration) 2000, 4000</p>	<p>ESTIMATED ACTUAL \$44037 Supplemental and Concentration Funding 2000, 3000</p>

Expenditures

Action **3**

Actions/Services

<p>PLANNED Ensure students with disabilities meet at least one or more annual IEP goals.</p>	<p>ACTUAL On-going – some IEP meetings have taken place but no formal analysis of IEP goal completion has taken place.</p>
<p>BUDGETED \$90000 SPED Funding Salaries (1000, 2000), Benefits (3000)</p>	<p>ESTIMATED ACTUAL See Goal 2, Action 2</p>

Expenditures

ANALYSIS

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.

Through strategic planning of resources (master schedule and teacher assignment) in collaboration with the SPED department, we wanted to address the need to close the achievement gap of our ELL and SPED students.

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

We have seen increases in soft data – student confidence – as well as measurable data (MAP scores) that indicate that our approach is working. We do not have any data analysis from the SPED department in regards to IEP goals being met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staffing

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.

Goal 4

Increase resources and services to increase parent involvement through community activities, workshops and volunteer opportunities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x 3 4 5 x 6 7 8
COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Parents need to have the opportunities and resources available to them to actively participate in their child's education

We offered some events to allow Parents the opportunities and resources available to them to actively participate in their child's education

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED	ACTUAL
<u>Initiate and advertise volunteer opportunities through flyers, blackboard, ManageBac and e-mail blasts.</u>	On-going
BUDGETED \$1000	ESTIMATED ACTUAL \$2799 – LCFF Base
LCFF Base	LCFF Base
Materials (4000)	5000

Expenditures

Action **2**

Actions/Services

<p>PLANNED Initiate and advertise council and committee needs through flyers, blackboard, ManageBac and e-mail blasts.</p>	<p>ACTUAL On-going</p>
<p>BUDGETED \$1000 LCFF Base Materials (4000)</p>	<p>ESTIMATED ACTUAL See Goal 4, Action 1</p>

Expenditures

Action

3

Actions/Services

<p>PLANNED Offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.</p>	<p>ACTUAL On-going</p>
<p>BUDGETED \$1000 LCFF Base Materials (4000)</p>	<p>ESTIMATED ACTUAL \$2348 LCFF Base 4000, 5000</p>

Expenditures

ANALYSIS

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.

We made great strides in offering more parent involvement opportunities – both in Spanish and English – and had an overall positive response to the activities.

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

Going forward, we would like to send a survey to the parents at the end of the school year to determine what topics would be of interest to them, because some parent universities were well attended, while others did not seem to be of any interest to the parents. Our open house was very well attended with about 60% of the parents showing up according to lasagna sales and classroom sign-in sheets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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.

No changes will be made, we would like to have 60% of the parents at school for all events.

Goal 5

Increase daily attendance rate to over 98%.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x3 4 x5 x6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase resources, services and opportunities to ensure student engagement, school connectedness and positive school culture.

On-going

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Decrease suspension rate (orange on the dashboard for white and ELL students) by offering community-building workshops.

ACTUAL

On-going

Expenditures

BUDGETED

\$1000

LCFF Base

Materials (4000)

ESTIMATED ACTUAL

\$200

LCFF Base

4000

Action

2

Actions/Services

PLANNED

Advertise the opportunity to form a student-council which actively plans movie nights, dances and spirit week as well as other student centered events.

ACTUAL

On-going

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$500	
LCFF Base	\$100
Materials (4000)	LCFF Base
	4000

ANALYSIS

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.

We are continuing to look at different venues of giving students a voice and a choice. We started out small and will expand the opportunities over the next years.

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

The events solely organized by students need some tweaking. Overall, participation at those two events was really high, so we are continuing to allow students to offer student-led events at school and support them more closely with organization and strategy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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.

On-going – no changes were made.

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?

We began planning of the annual update/new LCAP goals in the fall through a strong collaboration with our school site council. Discussions on the progress of the current goals and measurable and achievable goals for a three year time frame were discussed at three meetings. Then parent meetings were scheduled as informational as well as input sessions in January and February leading to the current goals with an average unique attendance of 25% of the parents. Once we had our goals firmly established, surveys were sent to the community, the students and the teachers to ask for feedback on the goals as well as additional input. The LCAP goals were finalized in April.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent concerns were mainly about school culture, math scores and PE. We took these concerns seriously and revised two of the action items for Goal 5. The PE concern was addressed through communication with the PE department.

Goals, Actions, & Services

Strategic Planning Details and Accountability

	New	Modified	x Unchanged
Goal 1	All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.		

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Teachers must implement IB standards and practices to provide students equitable access to a well-rounded, rich and rigorous standards-based curriculum.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom observations	97% of the teachers provide a rigorous IB curriculum based on state standards.	98% of the teachers provide a rigorous IB curriculum based on state standards.	99% of the teachers provide a rigorous IB curriculum based on state standards.	100% of the teachers provide a rigorous IB curriculum based on state standards.
Instructional materials available to students	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes

<p>Action items from IB evaluation visit</p>	<p>Evaluation visit from 2014 indicated teachers need to align curriculum vertically and focus on assessment of curriculum</p>	<p>Alignment of formative assessments leading to summative assessments based on standards and IB practices</p>	<p>Alignment of summative assessments and approaches to learning skills in subject areas but across grade levels based on standards and IB practices</p>	<p>Begin work on Action Items from IB evaluation visit in Spring 2019</p>
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Amount	a. \$1,612,386 b.	Amount	\$2,007,599	Amount	\$2,067,827
Source	\$1,345,909 (LCFF Base); \$339,410 (LCFF Supplemental and Concentration)	Source	\$1,986,699 (LCFF Base); \$14,851 (Title II)	Source	\$2,052,530(LCFF Base); \$15297 (Title II)
Budget Reference	1000, 3000	Budget Reference	1000, 3000, 5000	Budget Reference	1000, 3000, 5000

Action 2 100% of the students will have access to standards-based curricula and instructional materials

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged

100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$57,097	Amount	\$58,810
Source	\$15000 (LCFF Base) \$10000(LCFF Supplemental and Concentration)	Source	\$26,161 (LCFF Base); \$3000 (SPED); \$27936 (Prop 20)	Source	\$26,946 (LCFF Base); \$3090 (SPED); \$28774 (Prop 20)
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

	New	Modified	x Unchanged
Goal 2	Professional development for teachers on implementation strategies for CCSS math, ELA and NGSS.		

State and/or Local Priorities Addressed by this goal:

STATE 1 x 2 3 x 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Improve pedagogical research-based strategies to address learning gaps and improve student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT reclassification data				
% Teachers trained in NGSS and/or Common Core	100% of the current teachers	100% of the current teachers	100% of the current teachers	100% of the current teachers
SBAC data	ELL students and SPED are in the yellow range	Decrease percentage of ELL and SPED students in yellow range by 5%	Decrease percentage of ELL and SPED students in yellow range by 5%	Decrease percentage of ELL and SPED students in yellow range by 5%
MAP and benchmark testing	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores

Action 1 Teachers will introduce new strategies to address learning gaps and improve student achievement

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	<input checked="" type="checkbox"/> Modified	Unchanged	New	<input checked="" type="checkbox"/> Modified	Unchanged	New	<input checked="" type="checkbox"/> Modified	Unchanged
<p>ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers introduce instructional strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.</p>			<p>ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers refine, develop and balance instructional new strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.</p>			<p>ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band by as teachers have gained expertise in implementing instructional strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.</p>		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$70,000	Amount	\$227556	Amount	\$234383
Source	Title I Part A	Source	\$132002 (Supplemental and Concentration); \$95555 (Title I Part A)	Source	\$135962 (Supplemental and Concentration); \$98422 (Title I Part A)
Budget Reference	1000, 3000	Budget Reference	2000, 3000	Budget Reference	2000, 3000

Action 2 Students will receive instruction that is highly aligned with NGSS (Next Generation Science Standards) as well as rigorous in CCSS Math and CCSS ELA.

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged
In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is increasingly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).			In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is highly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).			In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is fully aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$90000	Amount	\$476812	Amount	\$491116

Source	\$70000 (Title I Part A)\$20000 (State SPED Funding)	Source	\$417730 (SPED Funding); \$45,469 (Supplemental and Concentration Funds)	Source	\$430262(SPED Funding); \$46833 (Supplemental and Concentration Funds)
Budget Reference	1000, 2000, 3000	Budget Reference	1000, 2000, 3000, 4000, 5000	Budget Reference	1000, 2000, 3000, 4000, 5000

	New	Modified	x Unchanged
Goal 3	Create a structure within the classroom that, by design, supports the needs of varied learners.		

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

STATE x 1 x 2 3 x 4 5 6 x7 x8
 COE 9 10
 LOCAL _____

[Identified Need](#)

Students will have the opportunity to gain academic content knowledge through targeted instruction within the NGSS/CCSS framework with SPED/ELL support strategies and enrichment opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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SBAC data	Green for all students, orange for SPED and ELL	Green for all students, reduction of 5% of SPED and ELL students in orange	Green for all students, reduction of 5% of SPED and ELL students in orange	Green for all students, reduction of 5% of SPED and ELL students in orange
CAST data	No data yet	Move 5% of the students to higher bands	Move 5% of the students to higher bands	Move 5% of the students to higher bands
End-of-unit assessments	75% of SPED score in the 1-2 and and 55% of ELL students in the 3-4 band.	Reduce the number of students scoring in the lower bands by 10%	Reduce the number of students scoring in the lower bands by 10%	Reduce the number of students scoring in the lower bands by 10%

Action 1 Initiate targeted instruction with an emphasis on ELL and SPED population

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

<u>Students to be Served</u>	All	x Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified x Unchanged	New Modified x Unchanged	New Modified x Unchanged
Initiate targeted instruction	Routinely provide targeted instruction	Implement highly effective targeted instruction

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$60000	\$268782 See Goal 2, Action 2	\$276846 See Goal 2, Action 2
Source	\$30000 (State SPED Funding); \$30000 (LCFF Supplemental and Concentration)	Supplemental and Concentration Funds	Supplemental and Concentration Funds
Budget Reference	2000, 3000	1000, 2000, 3000	1000, 2000, 3000

Action 2 Increase RTI services

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

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

OR

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

<u>Students to be Served</u>	x English Learners Foster Youth Low Income
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<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New	Modified	Unchanged
Increase RTI services			Implement RTI strategies into every classroom and in specifically designed classes.			Implement highly effective RTI strategies into every classroom and in specifically designed classes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30000	Amount	\$25825	Amount	\$26600
Source	\$18000 (LCFF Base); \$12000 (LCFF Supplemental and Concentration)	Source	\$25672 (Supplemental and Concentration); \$153 (LCFF Base)	Source	\$26442 (Supplemental and Concentration); \$158 (LCFF Base)
Budget Reference	2000, 4000	Budget Reference	2000, 3000	Budget Reference	2000, 3000

Action 3 Ensure students with disabilities have the resources to meet their annual IEP goals.

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

<u>Students to be Served</u>	All	<input checked="" type="checkbox"/> Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New x Modified Unchanged	New x Modified Unchanged	New xModified Unchanged
Through targeted instruction and appropriate instructional strategies and support, students with disabilities will meet at least one or more annual IEP goals.	Through highly effective targeted instruction and appropriate instructional strategies and support, students with disabilities will meet at least two or more annual IEP goals.	Through highly effective targeted instruction and appropriate instructional strategies and experienced support, students with disabilities will meet at least three or more annual IEP goals.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$90,000	Amount See Goal 2, Action 2	Amount See Goal 2, Action 2
Source State SPED Funding	Source See Goal 2, Action 2	Source See Goal 2, Action 2
Budget Reference 1000, 2000, 3000	Budget Reference See Goal 2, Action 2	Budget Reference See Goal 2, Action 2

New	Modified	x Unchanged
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Goal 4

Increase resources and services to increase parent involvement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X3 4 5 X6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Parents need to feel connected to the school and have opportunities/resources available to them to actively participate in their child’s education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in Sheets: Number of parents participating in field trips, classroom parent, chaperone at other events: dances, science night, open house)	16%	20%	30%	50%
Membership Rosters: Number of parents in councils and committees	15 unique families	30 unique families	60 unique families	100 unique families
Sign in sheet: Parent universities	15 unique families	30 unique families	60 unique families	100 unique families

Action 1 Develop opportunities for parents to be as volunteers or chaperones.

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

<u>Students to be Served</u>	x All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	x All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	x Unchanged	New	Modified	x Unchanged	New	x Modified	Unchanged
Initiate and advertise volunteer opportunities through flyers, blackboard, ManageBac and e-mail blasts.			Develop and advertise more varied volunteer opportunities through flyers, blackboard, ManageBac and e-mail blasts.			Parents develop and advertise volunteer opportunities they see at the school through flyers, blackboard, ManageBac and e-mail blasts.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1000	Amount	\$3000	Amount	\$3000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base

Budget Reference 4000

Budget Reference 4000

Budget Reference 4000

Action 2 Parents need to know about the opportunity to be on councils and committees

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	English Learners	Foster Youth	Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	Specific Schools: _____	Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	<input checked="" type="checkbox"/> Unchanged	New	Modified	<input checked="" type="checkbox"/> Unchanged	New	<input checked="" type="checkbox"/> Modified	Unchanged
Initiate and advertise council and committee needs through flyers, blackboard, ManageBac and e-mail blasts.			Maintain the number of parents involved in councils and committees.			Parents identify a need for a council or committee and advertise for membership after leadership approval through flyers, blackboard, ManageBac and e-mail blasts.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$1000
Source	LCFF Base
Budget Reference	4000

Amount	\$1000
Source	LCFF Base
Budget Reference	4000

Amount	\$1000
Source	LCFF Base
Budget Reference	4000

Action 3 Parent universities allow parents to be informed on specific topics relevant to academics and school culture.

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

<u>Students to be Served</u>	x All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	x All schools	Specific Schools: _____	Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	x Unchanged	New	Modified	x Unchanged	x New	Modified	Unchanged

Offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

Offer a variety of and requested parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

Parents offer parent universities (in Spanish and English) that target a specific group or topic to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

BUDGETED EXPENDITURES

2017-18

Amount	\$1000
Source	LCFF Base
Budget Reference	4000

2018-19

Amount	\$2500
Source	LCFF Base
Budget Reference	4000, 5000

2019-20

Amount	\$2500
Source	LCFF Base
Budget Reference	4000, 5000

	New	Modified	x Unchanged
Goal 5	Increase daily attendance to over 98%		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X3 4 X5 X6 7 8
 COE 9 10
 LOCAL _____

Identified Need

By increasing resources, services and opportunities to ensure student engagement, school connectedness and positive culture, we hope to increase student attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance				
Sign in sheets: Student participation in a student council	0	5 students	10 students	15 students
Sign in sheets: Student participation in committees, events and after school clubs.	50%	75%	80%	85%

Action 1 Reduce suspension rate for white and ELL students

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
x New	Modified	Unchanged	x New	Modified	Unchanged	xNew	Modified	Unchanged
Decrease suspension rate (orange on the dashboard for white and ELL students) by offering community-building workshops.			If necessary, continue to decrease suspension rate by offering community-building workshops.			If necessary, continue to decrease suspension rate by offering community-building workshops.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1000	Amount	\$1000	Amount	\$1000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Action 2 Offer students the opportunity to form student-led committees, events and a council.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	X All	Students with Disabilities	<u>[Specific Student Group(s)]</u> _____

<u>Location(s)</u>	XAll schools spans:_____	Specific Schools:_____	Specific Grade
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OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	X Unchanged	New	Modified	x Unchanged	x New	Modified	Unchanged
Advertise the opportunity to form a student-council which actively plans movie nights, dances and spirit week as well as other student centered events.			Provide the opportunity for students to voice their opinion in a student newspaper, yearbook or after-school clubs.			Offer more opportunities to gain free dress.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$500	Amount	\$500
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	2017–18	2018–19	2019–20
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<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$471,925	<u>Percentage to Increase or Improve Services:</u>	10.5 %
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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](#)).

Services for unduplicated pupils will be improved over those for the general student population in the following qualitative ways by at least the percentage identified above:

- * Academic intervention with unduplicated students will take place during our Wednesday intervention periods as well as daily after school. Additionally, strategic differentiation in all classrooms will focus continuously on serving the needs of unduplicated pupils. The focus will be on targeting assistance to raising achievement for unduplicated students in ELA and Math with interventions specifically based on a range of student achievement data as collected in the Illuminate data dashboard.
- * Increased parent involvement will be targeted strategically to families of unduplicated students through improved multilingual outreach and simultaneous interpretation at all Parent University and general parent meetings as well as translation of all important written communications to parents.
- * Strategic management of data to align resources will focus primarily on the needs of unduplicated students. For example, various sources of student achievement, behavior and other data will be pulled from Managebac (our IB Student Information System), PowerSchool, classroom assessments, behavior logs, etc. and aggregated in a user-friendly dashboard through Illuminate which AEACMS has purchased and will implement to begin the 2018-19 school year. The goal of the Illuminate implementation will be to gather actionable student data at the grade level, classroom level and individual level to inform academic, social-emotional and parent involvement interventions for unduplicated pupils.

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

When developing the LCAP, 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.
 - 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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