Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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
Albert Einstein Academy Charter Elementary School	Greta Bouterse, Principal	gbouterse@aeacs.org 619-795-1190

2017-20 Plan Summary

The Story

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

Albert Einstein Academy Charter Elementary School (AEACES) was established in Fall 2002. It is one of two charter schools under the umbrella of Albert Einstein Academy, a non-profit organization. AEACS is an authorized as an International Baccalaureate World School. As a direct-funded charter school, it is its own Local Educational Agency (LEA).

AEACES is an International Baccalaureate, dual-language (German/English) charter school serving 800 students in grades K-5. It is located in the heart of South Park and the surrounding communities of Golden Hill, Logan Heights, Grant Hill, and North Park, and the student population represents a cross-section of these neighborhoods. The community is ethnically, economically, and culturally diverse which enriches the organization's goal of cultivating internationally-minded citizens.

The Mission of AEACES is to educate children to thrive, and contribute as active thinkers in the world. Our school nurtures, cultivates, and inspires multilingual, critical thinkers who are well-rounded, responsible, global citizens uniquely prepared to lead and create positive change in the 21st century. Our school provides a rigorous standards-aligned academic curriculum to all our students.

LCAP Highlights

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

IBPYP continues to be the heart of our school. We continue to attract experienced teachers and are able to fund the continuous training it takes to keep a high quality program. We are committed to a PYP education for all our students and ensure teachers have the materials needed for their Units of Inquiry.

AEA continues to support academic achievement for all students in the areas of ELA, Mathematics, and German. Resources are allocated especially to support English Language Learners, Economically Disadvantaged Students, and Students with Disabilities. Some of these include access to our Learning Center, classroom aides/interns, Extended Day learning opportunities, and professional development for SPED staff.

We continue to make School Culture a priority. We offer many opportunities for families to be active participants in their child's education through school events and volunteer possibilities. It is essential for our families to feel invested in our mission and vision and that is achieved when students are happy to be at school. We offer our students many opportunities to feel connected to our AEA community. There are many "Spirit Day', assemblies, field trips, leadership opportunities, and enrichment activities such as Art, Music, PE, and Gardening, that make AEACES an engaging place to be.

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

The school suspension rate is very low. Teachers successfully use "Zones of Regulation" in the lower grades to give students the opportunity to understand, reflect and alter behaviors as necessary. Kindergarteners who qualify, participate in a daily Zones of Regulation Group that allows them to practice the self-regulation skills necessary to maximize learning potential. Teachers also use multiple classroom behavior systems across the grades that acknowledge and reward positive behaviors. The school encourages students to independently address conflicts through training in the "Conflict Corner" as well as the 4th grade School Safety Ambassadors program. Both encourage students to act as upstanders and take individual responsibility to recognize and resolve peer conflicts. As an IB World School, all community members directly teach to and recognize the IB Learner Profile attributes of "caring" and "principled" which directly impact the school culture. The school employs a School Safety Crew who monitor lunch and recess times. More games and diverse activities have been added to recess to appeal to a greater number of children and this has resulted in fewer behavior issues during these times. Special education aides support our students with special needs who struggle with less structured activities.

The school continues to make professional development a priority. All teachers new to AEACES receive IBPYP Level 1 training in their first year at the organization. The organization sends several veteran teachers annually to IBPYP Level 2 and 3 training as well as offers to send teachers to California Association of World Schools (CAWS) and the Global Conference. In addition, teachers receive training in Math, ELA, and ELD.

This year, we offered 15 Parent University Opportunities. All offered with Spanish translation. This goal has been now met ahead of our planned date and all efforts will be made to continue this service to our families. In addition, more whole school events including Kindergarten Orientation and 5th Grade Graduation also offered Spanish translation,

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 a German and English dual immersion school, students have about half the amount of English Language Arts (ELA) instruction as a traditional English only school. Our families are aware of this and believe in the importance of biliteracy for the overall long-term cognitive and academic benefits. Much work has been done to support proficiency in both languages of instruction, but our ELA scores are overall in the orange range on the dashboard.

Students with Disabilities underperform "All Students" in ELL.

English Language Learners and Socio-Economically Disadvantaged students underperform "All Students" in Mathematics.

Socio-Economically Disadvantaged, ELL students, and Students with Disabilities underperform white students by 2 or more levels.

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

None according to the matrix.

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

We have worked to improve our ELA scores. We have aligned our English and German Language Arts Scope and Sequences to address Common Core State Standards (CCSS) in both languages when relevant. Students at-risk receive weekly Learning Center targeted instruction in ELA. Students at-risk receive German small group tutoring weekly during their German week of instruction. English and German classes have interns or aides to support small group/differentiated learning.

Our English Language Learners are currently in orange range in ELA. The school has implemented Guided Language Acquisition Development (GLAD) strategies to increase the access to content and improve the performance of our ELL students. Students have received extended day learning opportunities in both languages of instruction.

Economically disadvantaged students have the opportunity for extended day support through our Extended Day Math and small group tutoring.

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	$7,693,535
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$4,247,664

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

· Legal/Audit Fees

· Various non-instructional consultants

· Administration Fees

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$6,774,921

Annual Update

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

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 Priorities: [#1, #2,]

Local Priorities: [N/A]

Annual Measureable Outcomes

Expected	Actual
Written Curriculum updated to reflect CCSS and NGSS	6 Units of Inquiry updated and taught that align with CCSS and NGSS
Standards-based instructional materials available to all students	100% ELA and Math standards-based resources are available 5/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), the 6th unit is still in final development
Action items from IB 2015 Evaluation visit	All teachers are Level 1 trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP. Veteran teachers continue to be trained at Level 2 and 3.

Actions / Services

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

Action 1 100% of the students will receive instruction from a teacher trained in IBPYP principles and practices

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of the students will receive instruction from a teacher trained in IBPYP principles and practices Level One 62% of the students will receive instruction from a teacher trained in IBPYP principles and practices Level 2 and 3	Has been met. 100% of the students will receive instruction from a teacher trained in IBPYP principles and practices Level 1 Has been met 67% of classroom teachers have been trained in IBPYP principles and practices Level 2 and 3	$2343149 $2034177 (LCFF Base) $358972 (Supplemental and Concentration Funds) 1000, 3000	$2811950 LCFF Base 1000, 3000

Action 2 100% of instructional materials will align with CCSS and NGSS

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of ELA and Math materials are standards-based 83% of Science materials are NGSS aligned	Has been met. 100% of ELA and Math materials are standards-based. Has been met. 83% of Science materials are NGSS aligned	$25000 $15000 (LCFF Base); $10000 (LCFF Supplemental and Concentration) 4000	$33093 LCFF Base 4000

Analysis

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

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

The school has made every effort to ensure all its students have access to an IBPYP education. All students participate in the program and are taught six Units of Inquiry in each grade in each of the transdisciplinary themes. Curriculum has been reviewed to ensure the scope and sequences and IB Unit planners meet the standards and practices of IBPYP as well as the CCSS. All materials are aligned to the IB Units of Inquiry or CCSS. One unit was taught for the first time this year and new materials may need to be purchased to better support the NGSS standards. All credentialed teachers new to AEACES receive Level 1 IBPYP training in their first year, and teachers who have been with the organization for 3 or more years have or are scheduled to have Level 2 or 3 training.

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

IBPYP continues to be at the heart of our identity as a dual-language immersion IB World School. The actions have been very effective in maintaining our IB Authorization and attracting families seeking an IB education. Teachers receive training off-site, but also meet weekly to reflect upon the integration of IBPYP and CCSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staffing and salaries

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

This goal is unchanged.

Goal 2

Professional development for teachers will be provided on implementation strategies for CCSS in English Language Arts, Mathematics, and NGSS to increase overall achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: [#2, #4]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
25% of students will be reclassified in grades 3-5	31% of students are reclassified in grades 3-5
100% of teachers trained in both CCSS and NGSS	100% of teachers are trained in both CCSS and NGSS
Move "All Students" into yellow range in ELA	"All Students" are in orange range
Increase the number of points above 3 in Mathematics	"All Students" moved from 12 points above level 3 to 4 points below level 3
MAP and benchmark testing: Goal setting or students to improve their scores	All veteran teachers created SMART Goals and targeted students in specific areas for improvement.
German DSD: Annual participation in the DSD A2 is 95% for immersion students with an 85% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students	Annual participation in the DSD A2 is 100% for immersion students with a passing rate of 93%. Annual participate in the DSD A1 is 89% for non-immersion students.

Actions / Services

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

Action 1 **Written Curriculum will be reviewed and updated to ensure English Language Arts and German Language Scope and Sequences support the teaching and learning of CCSS within the IB framework.**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with the IBPYP 6 Units of Inquiry German Scope and Sequences will be reviewed to ensure they support ELA standards and align with IBPYP Units of Inquiry All teachers will be trained in differentiation strategies Students will be assessed 3x per year using internal assessments and MAP Benchmarks	Has been met. Professional Development/Planning has been allocated to allow English Language Arts (ELA) written curriculum to be reviewed to ensure scope and sequence align with the IBPYP 6 Units of Inquiry. Has been met. Professional Development/Planning has been allocated to allow German Language Arts (ELA) written curriculum to be reviewed to ensure scope and sequence align with the IBPYP 6 Units of Inquiry. Has been met. Teachers are using differentiation strategies in their classrooms as observed by Principal observations. Training has been provided for GLAD strategies to be implemented in both languages. Has been met. Students are assessed at least 3x annually	$100477 LCFF Base Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)	$154493 $41484 (LCFF Base), $92407 (Supplemental and Concentration Funds), $20602 (Educator Effectiveness) Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	as stated in our Assessment Policy. All assessment data is placed in student folders or stored within online data systems.		

Action 2 Teachers will introduce new strategies to improve student achievement in Mathematics

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Scope and Sequence will be updated Think Math Curriculum will be evaluated Engage NY and Singapore Math materials will be piloted Teachers will be trained in the use of an inquiry approach to the teaching and learning of math	Has been met. Professional Development/Planning time has been allocated to update Math Scope and Sequence. Has been partially met. Select teachers have participated in a text vetting process and have determined two text adoptions they would like to pilot. Has not been met. Teacher teams went through a vetting process of math texts at the San Diego County Office of Education and narrowed down selection to two, Ready Math and Go Math. Ready Math has been piloted in 2nd grade. Aspects of Engage NY and Singapore Math will still be considered. Has been met.	$10000 LCFF Base Materials (4000), Professional Development (5000)	See Goal 1, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Teachers were trained in 3 Act Tasks (inquiry approach to Math).		

Analysis

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

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

Many of our actions and services were implemented with success. German and English curriculum was reviewed, updated, and aligned to support CCSS. All students were assessed at least 3x per year as per our Assessment Policy. GLAD strategies were introduced across the languages and small group differentiation was used in both Language Arts and Mathematics with the support of aides and interns. Think Math curriculum was reviewed and new text adoptions were vetted. The school did not do a complete pilot, but will do so next school year. Inquiry/Constructivist approach to Math was introduced to all teachers, but not all are implementing at the same level.

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

More students than projected were able to be reclassified in 2017. Spring of 2017 SBAC data has students performing below their targeted goals. "All Students" are still in the orange range in ELA and performing 9 points below Level 3. "All Students" are in the yellow range and performing 4 points below Level 3. On the German Language DSD, immersion students outperformed the targeted goal of 95% participation with 85% passing. 100% of immersion students participated and 93% passed the A1. Students in non-immersion missed the target of 95% participation by 6% points (89% participated).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Materials were not purchased; 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.

This goal will remain similar, but wording and an action item will be added specifically to address our German Language program. Prior, German was embedded in the action items, but as it is a key component of our program, we want to ensure it is prominent in the LCAP.

As English Language Learners are addressed in Goal 3, the reclassification measureable outcome will be removed from Goal 2 and will remain in Goal 3.

In addition, new target goals for SBAC have been created to reflect Spring 2017 data.

Goal 3

Create structures that support the needs of English Language Learners (ELL) and Socioeconomically Disadvantaged Students.

State and/or Local Priorities addressed by this goal:

State Priorities: [#1, #2, #4, #7]
Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
SBAC Data: Move target groups out of orange into yellow	Target groups remained in orange
CAST Data: Move 5% of students to higher band	2017-2018 will be a baseline year with initial data to come summer 2018
CELDT: 25% student classified in grades 3-5	CELDT is being replaced by ELPAC. 2018-2019 will be a baseline

Expected	Actual
	year for ELPAC. In spring and fall of 2017 31% of students were reclassified in grades 3-5 using CELDT, MAP, and SBAC.

Actions / Services

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

Action 1 Initiate targeted instruction with an emphasis on English Language Learners.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive training in GLAD strategies and incorporate into classrooms

English Language Development Coordinator will be assigned to lead PD and monitor student growth

Targeted ELD instruction will be provided for Beginners | Has been met.
All teachers participated in GLAD training presented by ELD Coordinators 4x per year.

Has been met.
Two teachers have shared this responsibility during the 2017-2018 school year. Growth has been monitored by Learning Center

Has been partially met.
All beginners have received support through Learning Center or extended day tutoring. This support emphasized overall ELA skills and not just ELD instruction. | a. $21000
b. $62,000

a. LCFF Base
b. LCFF Supplemental and Concentration

a, b. Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000) | $97648

LCFF Supplemental and Concentration

Teachers Salaries (1000), Benefits (3000), Professional Development (5000) |

Action 2 Increase RTI access and opportunities in ELA and Math for Economically Disadvantaged Students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Socioeconomically disadvantaged students in need of math support will receive Extended Day Math English Language Arts intervention for students grade K-5 in Learning Center Teachers will implement differentiation strategies Train teachers and teacher aides in inquiry-based learning Develop school-wide tutoring for low income students	This has been met. Students in grades 4-5 have received Extended Day Math opportunities through the 2x per week after school program. Students in grades 2 and 3 have received Extended Day Math opportunities through small group tutoring. Students in grades K-5 receive small group math instruction provided by aides, interns, and teachers during the school day rather than through Extended Day. This has been met. This has been met. This has been partially met. Teachers have been trained. Aides/interns have been guided by teachers, but have not received direct training. This has been met. Students in grades K-1 have had opportunities for German and ELA tutoring at no fee. Students in grades 2-5 have had opportunities for tutoring in ELA and Math at no fee	$85000 $35000 (LCFF Base), $50000 (LCFF Supplemental and Concentration) Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000)	$191885 $136563 (LCFF Supplemental and Concentration); $55322 (Special Education Funding) Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000)

Analysis

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

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

All actions and services have been met or partially met. Resources were provided as specified to meet the needs or our ELL and Low-Income students. Highlights were the staff-wide GLAD strategies and expanded Extended Day opportunities for our targeted students. This included Extended Day Math and small group tutoring (Math and ELA). The Learning Center has supported students in ELA 4x per week during the school day. All classes have part or full time aides/interns to support differentiation. All aides/interns have not been directly trained in differentiation strategies but are supervised and guided by certificated teachers.

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

All Students, ELL Students, and Socio-Economically Disadvantaged Students performed in the orange range in ELA. Students with Disabilities performed in the red range. White students and students with 2 or more races performed high. All Students performed in yellow range in Mathematics. ELL Students, Socio-Economically Disadvantaged Students, and Students with Disabilities performed in the orange range. White students and students with 2 or more races performed high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staff

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 Students with Disabilities came up as a sub group that underperformed, we will be addressing this need in Goal 3 with a specific action/services item designed to support this identified group.

Goal 4

Increase resources and services to increase parental involvement across demographics

State and/or Local Priorities addressed by this goal:

State Priorities: [#3, #6]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
Overall number of parents participating in one or more volunteer/participation opportunity (chaperone, classroom volunteering, specials volunteering) at 60%	Over 60% of parents participated in one or more volunteer opportunity. This was hard to measure, but over 54% of families attended back to school night and all teachers reported nearly every family attended student conferences.
Percent of Parent Universities given in English and Spanish 100% English 60% Spanish	100% of Parent Universities were offered in English and Spanish.
20% of Parents attending Parent Universities	19% of families attended Parent Universities. (As many were across schools, we analyzed attendance data and calculated combining Elementary and Middle Schools).

Actions / Services

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

Action 1 Develop opportunities and outreach to engage all parents in volunteer opportunities.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create, initiate, and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign up that target parents who have historically not volunteered.	This has been met	$1000 LCFF Base Materials (4000)	$2295 LCFF Base Communications (5000)

Action 2 **Develop high interest Parent Universities that families have access to regardless of mother tongue or socio-economic status.**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Survey, develop, and offer a variety of Parent Universities in Spanish and English to allow parents to be engaged with the academics and culture of AEACES. Provide food and child care.	There were 15 Parent Universities held. All were held in either both languages or had translation provided. A survey went out to parents to indicate topics of interest and childcare was provided for all Parent Universities. Food was not provided for all Parent Universities.	$2500 LCFF Base Instructional Aides (2000), Materials (4000)	$575 See Goal 1, Action 1 LCFF Base See Goal 1, Action 1 Materials (4000)

Analysis

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

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

There were a total of 15 Parent Universities all with child care. Parents were surveyed to see what topics would be of interest to them. Significant attention was made to ensure access to Parent University and our communication was available to our Spanish speaking families. Other family opportunities including Back to School, Open House, Science Night, and Exhibition were also scheduled to allow

for family involvement. Teachers communicate weekly to parents to share academic updates as well as participation opportunities. Bimonthly emails are sent home by administration in three languages (English/German/Spanish) to remind parents of all upcoming events and to provide helpful information. Pastries with the Principals are held monthly.

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

100% of our Parent Universities were offered in English and Spanish. Well over 60% of families participated or volunteered in school activities. We nearly met our goal of 20% in having families attend Parent University. We believe the childcare and Spanish translation was a great support in giving more families access.

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.

This goal will have slight modifications to measurable outcomes.

Goal 5

Increase Average Daily Attendance (ADA) to over 98%

State and/or Local Priorities addressed by this goal:

State Priorities: [#3, #4, #5, #6]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
Average Daily Attendance 98%	Average Daily Attendance 97.47
Monthly SARB Family Meetings for students with poor attendance	4x per year vs. monthly

Actions / Services

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

Action 1 Increase ADA by %0.58.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create high interest quarterly activities as incentives including free dress day, perfect attendance parties, and crazy hair days.	Several "Spirit Days" have taken place to inspire children to come to school such as Free Dress Day, Crazy Hair Day, Crazy Sock Day, Dress as your Favorite Literary Character Day, German Heritage Day, and Sport Spirit Day. In addition, monthly attendance awards have been given out as well as incentive prizes (beaded keychain) have been awarded.	$500 LCFF Base Materials (4000)	$500 LCFF Base Materials (4000)

Action 2 Develop student leadership and action opportunities to increase student engagement.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, and student-initiated action initiatives appropriate to the IBPYP.	Students have participated as 5th Grade Ambassadors, Safety Patrol Members, Gardening Ambassadors, Safe Schools Ambassadors, Lunch League Team	$500 LCFF Base	$500 LCFF Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	members and captains, and as Teachers in Training. In addition, there have been school-wide initiatives such as Safe Passage and the Walk for Water and many student-led actions that model the IB Action Cycle.	Materials (4000)	Materials (4000)

Analysis

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

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

All services and actions were implemented or partially implemented. Highlights were the addition of Student Spirit Days and monthly attendance award incentives. Student leadership opportunities included Safe School Ambassadors to support positive school culture. SARB meetings were not held as often as predicted and will be increased in 2018-2019.

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

Our ADA was slightly below our target. We ended with an ADA of 97.42 which is the same as the prior year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

This goal will not change. Actions will include more frequent SARB meetings.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The IBPYP Self Study and Evaluation report and SBAC data continue to guide the goals created for the LCAP. All staff met several times to survey our standards and practices in the areas of school philosophy, structures and organization, and teaching and learning. Teachers also met whole staff and in teams to review assessment data from SBAC as well as internal benchmarks and assessments to look for strengths and areas in need of improvement. Goals were reviewed with Grade Level Team Leaders and input was given. School Site Council reviewed goals and input. Goals were finalized in May of 2018.

Impact on LCAP and Annual Update

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

Goals were reviewed with Grade Level Team Leaders and input was given. School Site Council reviewed goals and input. . The greatest impact from School Site Council was to add suggestions on increasing parent participation. Goals were finalized in May of 2018

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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 Priorities: [#1, #2]

Local Priorities: [N/A]

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Written Curriculum updated to reflect CCSS and NGSS	6 units of inquiry taught 5 units of inquiry updated and taught that align with current CCSS and NGSS	6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS	6 units of inquiry taught and reflected upon that align with current CCSS and NGSS	6 units of inquiry taught and reflected upon that align with current CCSS and NGSS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards-based instructional materials available to all students	100% ELA and Math standards-based resources are available 5/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), the 6th unit is still in final development	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), but units have not been reflected upon to evaluate resources	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS) and have been reflected upon. New resources have been added. Teachers will evaluate the Social Studies Frameworks to ensure Units of Inquiry are still appropriate	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS) and have been reflected upon. New resources have been added. Teachers will update any Unit of Inquiry if needed.
Action items from IB 2015 Evaluation visit	Evaluation visit from 2015 indicates all teachers must be committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP

Planned Actions / Services

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

Action   **1**   100% of the students receive instruction from a teacher trained in IBPYP principles and practices

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
100% of Teachers are trained in IB practices and principle at Level One	100% of Teachers are trained in IB practices and principle at Level One	100% of Teachers are trained in IB practices and principle at Level One
62% of teachers are trained in IB practices and principles at Level 2 and 3	75% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization	90% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2393149	$3505808	$360982
Source	$20134177 (LCFF Base); $358972 (Supplemental and Concentration)	$2886297 (LCFF Base); $333261 (Supplemental and Concentration); $319129 (SPED); $87584 (Title I)	$3077568 (LCFF Base); $343213 (Supplemental and Concentration); $328703 (SPED); $90212 (Title I)
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000

Action   **2**   100% of instructional materials will align with CCSS and NGSS.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

100% of ELA and Math Materials are standards-based

83% of Science materials are NGSS aligned

2018-19 Actions/Services

100% of ELA and Math Materials are standards-based

100% of Science materials are NGSS aligned

2019-20 Actions/Services

[100% of ELA and Math Materials are standards-based

100% of Science materials are NGSS aligned

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25000	$121377	$125018
Source	$15000 (LCFF Base); $10000 (LCFF Supplemental and Concentration)	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000

Unchanged Goal, measurable outcomes have minor modifications.

Goal 2

Professional development and resources will be provided for teachers to deliver a standard-based curriculum that incorporates CCSS in English Language Arts and Mathematics, Next Generation Science Standards (NGSS), and German Language instruction to increase overall achievement in our dual-language model.

State and/or Local Priorities addressed by this goal:

State Priorities: [#2, #4]

Local Priorities: [List Local Priorities here]

Identified Need:

Improve pedagogical research-based strategies and resources to improve student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Certificated classroom Teachers trained in NGSS and/or CCSS	100% of the current teachers in CCSS with varying exposure to NGSS	100% of the current teachers trained in both CCSS and NGSS	100% of the current teachers trained in both CCSS and NGSS	100% of the current teachers trained in both CCSS and NGSS
SBAC data	All students are currently in the orange range on the		Move all students into yellow range.	Move all students into yellow or green range.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	LCFF accountability rubric for English Language Arts (6 points above level 3). All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).		Increase the number of points above 3 in Mathematics.	Increase the number of points above 3 in Mathematics.
MAP and benchmark testing	Goal setting for students to improve their scores	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.
German DSD	Annual participation in the DSD A2 is 95% for immersion students with 80% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.		Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.

Planned Actions / Services

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

Action **1** Written Curriculum will be reviewed and updated to ensure English Language Arts and German Language Scope and Sequences support the teaching and learning of the Common Core State Standards within the IB framework.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

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

All grades

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

German Scope and Sequence will be reviewed to ensure support ELA Standards and aligns with IBPYP Units of Inquiry

All teachers will be trained in differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

German Materials Budget will supply annual resources for German Program

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement | All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry

All teachers will be trained in differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

German Materials Budget will supply annual resources for German Program

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement | All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

All ELA and German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP 6 Units of Inquiry

All teachers will be trained in differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

8German Materials Budget will supply annual resources for German Program

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100477	$123431	$127134
Source	LCFF Base	$60862 (LCFF Base), $62,569 (Supplemental and Concentration)	$62688 (LCFF Base), $64446 (Supplemental and Concentration)
Budget Reference	Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)	1000, 3000, 5000	1000, 3000, 5000

Action   **2**   Teachers will introduce new strategies to improve student achievement in Mathematics.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math Scope and Sequence updated Think Math curriculum has been evaluated Teachers evaluated state approved Math curriculum Teacher training on 3 Act Tasks	Math Scope and Sequence will be updated annually Think Math will only be used as supplemental materials Teachers will pilot Ready Math and Go Math Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics	Math Scope and Sequence will be updated annually All teachers will be trained on any new curriculum Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10000	$10000, See Goal 2, Action 1	$10000, See Goal 2, Action 1
Source	LCFF Base	LCFF Base, See Goal 2, Action 1	LCFF Base, See Goal 2, Action 1
Budget Reference	Materials (4000), Professional Development (5000)	4000, See Goal 2, Action 1	4000, See Goal 2, Action 1

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

Modified Goal

Goal 3

Create structures that support the needs of English Language Learners (ELL), Socioeconomically Disadvantaged Students, and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: [#1, #2, #4, #7]

Local Priorities: [List Local Priorities here]

Identified Need:

English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities will have the opportunity to gain academic content knowledge of CCSS through targeted instruction to in an effort to reduce the achievement gap.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	English Language Learners (ELL) are currently in orange range 35.6 points below level 3 in ELA and in yellow range 21.7 points below level 3 in Math. Socioeconomically Disadvantaged (SED) students are currently in orange range 35.2 points	ELL are currently in orange range 53.2 points below Level 3 in ELA and 42.3 points below Level 3 in Math. SED students are currently in orange range 47.4 points below Level 3 in ELA and 42.6 points below Level 3 in	Move ELL learners up at least 10 points closer to Level 3 in ELA and Math. Move SED students at least 10 points closer to Level 3 in ELA and Math	Move ELL learners up at least 10 points closer to Level 3 in ELA and Math. Move SED students at least 10 points closer to Level 3 in ELA and Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	below level 3 in ELA and orange range 23.9 points below level 3 in Math Special Education students were not an identified sub group	Math. SPED students are currently in red range in ELA 84.7 points below Level 3 and in orange range in Math 84.3 points below Level 3 in Math	Move SED students at least 10 points closer to Level 3 in ELA and Math	Move SED students at least 10 points closer to Level 3 in ELA and Math
CAST Data	No data yet	Pilot data to arrive summer 2018	TBD	TBD
CELDT/ELPAC reclassification data	18% students reclassified in grades 3-5	31% students reclassified in grades 3-5	30% students reclassified in grades 3-5 (This goal will need to be revisited as the new ELPAC data is an unknown)	35% students reclassified in grades 3-5

Planned Actions / Services

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

Action   **1** Initiate targeted instruction with an emphasis on English Language Learners.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners	Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners	Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83000	$104140	$107263
Source	$21000 (LCFF Base); $62000 (LCFF Supplemental and Concentration)	Supplemental and Concentration	Supplemental and Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	1000, 2000, 3000, 5000	1000, 3000	1000, 3000

Action 2 Increase RTI access and opportunities in ELA and Math for Economically Disadvantaged students.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Socioeconomically disadvantaged students in need of math support will receive Extended Day Math English Language Arts intervention for students grade K-5 in Learning Center Train teachers and teacher aids in inquiry-based learning School-wide tutoring for low income students	Socioeconomically disadvantaged students in need of math support will receive Extended Day Math English Language Arts intervention for students grade K-5 in Learning Center Train teachers and teacher aids in inquiry-based learning School-wide tutoring for low income students Summer School Opportunities	Socioeconomically disadvantaged students in need of math support will receive Extended Day Math English Language Arts intervention for students grade K-5 in Learning Center Train teachers and teacher aids in inquiry-based learning School-wide tutoring for low income students Summer School Opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85000	$306570, Goal 1, Action 1	$315767, Goal 1, Action 1
Source	$35000 (LCFF Base); $50000 (LCFF Supplemental and Concentration)	$241956 (Supplemental and Concentration), $57534 (SPED)	$249214 (Supplemental and Concentration), $59260 (SPED)
Budget Reference	1000, 2000, 3000, 5000	1000, 3000	1000, 3000

Action **3** Improve resources, professional development, and instructional practices to best support Students with Disabilities.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students	All grades

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

SPED/All students	School-wide	AEACES

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations. Increased pull out support to target skill deficits in primary grades. Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation. Annual systems and needs driven analysis of SPED Learning Center department. Collaboration Opportunities Ensure SPED participation in: -Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration	Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations. Increased pull out support to target skill deficits in primary grades. Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation. Annual systems and needs driven analysis of SPED Learning Center department. Collaboration Opportunities Ensure SPED participation in: -Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration	Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations. Increased pull out support to target skill deficits in primary grades. Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation. Annual systems and needs driven analysis of SPED Learning Center department. Collaboration Opportunities Ensure SPED participation in: -Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$300344, See Goal 1, Action 1, See Goal 3, Action 3	$300344, See Goal 1, Action 1, See Goal 3, Action 3
Source	NA	SPED	SPED

Year	2017-18	2018-19	2019-20
Budget Reference	NA	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

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

Modified Goal

Goal 4

Increase resources and services to increase parent involvement across demographics.

State and/or Local Priorities addressed by this goal:

State Priorities: [#3, #6]

Local Priorities: [List Local Priorities here]

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall number of parents participating in one or more volunteer/participati	50%	60%	70%	80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
on opportunity (chaperone, classroom volunteering, specials volunteering)				
Percentage of Parent Universities give in Spanish and English	100% English 40% Spanish	100% English 100% Spanish	100% English 100% Spanish	100% English 100% Spanish
Number of Parents attending parent universities	15% of families in attendance to one or more Parent Universities	19% of families in attendance to one or more Parent Universities	25% of families in attendance to one or more Parent Universities	30% of families in attendance to one or more Parent Universities

Planned Actions / Services

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

Action   1 Develop outreach to engage all parents in volunteer opportunities.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create, initiate and advertise varied volunteer opportunities through teacher websites, email-blasts, and online google sign-ups that target parents who have historically not volunteered.	Create, initiate and advertise varied volunteer opportunities through teacher websites, email-blasts, and online google sign-ups that target parents who have historically not volunteered	Create, initiate and advertise varied volunteer opportunities through teacher websites, email-blasts, and online google sign-ups that target parents who have historically not volunteered

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$2500	$2500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Materials (4000)	5000	5000

Action **2** Develop high interest Parent Universities that families have access to regardless of mother tongue or socio-economic status

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide childcare and translation.	Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide childcare and translation.	Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide childcare and translation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2500	$1000	$1000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000, 4000	5000	5000

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

Unchanged Goal: Slight modifications to measureable outcomes and actions.

Goal 5

Increase Average Daily Attendance (ADA) to over 98%

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #4, #5, #6

Local Priorities: [List Local Priorities here]

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	97.42%	97.42%	98%	98%
Number of SARB Meeting	Scheduled 2x annually	Every other month meetings for students with poor attendance.	Monthly Family Meetings for students with poor attendance	Monthly Family Meetings for students with poor attendance

Planned Actions / Services

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

Action   1 Create positive school culture

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create high/interest quarterly activities as incentives including free dress day, perfect attendance parties, and crazy hair day. Full time School Psychologist Part time School Psychology Intern	Create high/interest monthly activities as incentives including free dress day, perfect attendance parties, and crazy hair day. Full time School Psychologist Part time School Psychology Intern	Create high/interest monthly activities as incentives including free dress day, perfect attendance parties, and crazy hair day. Full time School Psychologist Part time School Psychology Intern

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500, See Goal 3, Action 2	$500, See Goal 3, Action 2
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000

Action 2 Develop student leadership opportunities to increase student connectedness.

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.

2018-19 Actions/Services

Promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.

2019-20 Actions/Services

Promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 547514	8.79 %

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).

Goal 3 specifically targets our English Language Learners and Economically Disadvantaged students. Funds are going to provide small group instruction and extended instructional minutes delivered by highly qualified certificated teachers to improve academic achievement in the following ways:

  *The school has trained teachers in and implements Guided Language Acquisition Development (GLAD) strategies to increase the access to content and improve the performance of our ELL students.

  *Students receive extended day learning opportunities in both languages of instruction.(German and English)

  *Economically disadvantaged students have the opportunity for extended day support through our Extended Day Math and small group tutoring.

  *Small Group English Language Arts Intervention is provided for at-risk students grades K-5 in the Learning Center during the school day.

  *Instructional Aides and German interns support small group targeted instruction.

  * Teachers use differentiation strategies to meet the needs of diverse learners.

In addition, increased parent involvement will be targeted strategically to families of unduplicated students through improved multilingual outreach and simultaneous interpretation at all Parent Universities and general parent meetings as well as translation of all important written communication to parents.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

When developing the LCAP, 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

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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

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

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

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The 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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