

APPENDIX 3

LCAP Year ☒ 2018-19 ☐ 2019-20
☐ 2020-21

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	The Academy of Alameda Elementary School		
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[2018-2021 Plan Summary](#)

THE STORY

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

The Academy of Alameda Elementary School is a new charter school that opened in August 2015 with kindergarten and first grade. The school is adding a grade each year until it serves students in kindergarten through fifth grade. For the 2017-18 school year, the school served students in grades K-3 and for 2018-19 the school will have students in grades K-4.

The Academy is a rigorous learning community where learning is embedded in meaningful real world contexts and where children are deliberately taught to see the connections between home, school, and the world through the lenses of identity, diversity, justice, and action. AoA students will meet or exceed the Common Core State Standards and will be prepared to excel in the 21st century by being taught to be independent thinkers and to work productively within a diverse group of learners.

The student body at The Academy is extremely diverse. 43% of the students qualify for free or reduced lunch and the racial and ethnic breakdown is as follows: 23% White, 24% Latino, 21% Multiracial, 16% Asian, 11% Black, and 5% Filipino. 17% of the students are English Learners. With such incredible diversity comes a wide array of strengths and challenges. To address those, the school has four primary areas of focus upon which it is continually building and improving: a solid, culturally relevant Tier 1 program (academic and social emotional); systematic, tiered intervention (academic and social emotional); meaningful family engagement; and a sound budget and infrastructure.

LCAP HIGHLIGHTS

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

For the 2017-18 school year, The Academy participated in CAASPP testing for the first time and will use those scores to establish a baseline for growth goals in years to come. However, because CAASPP scores had not been released prior to the writing of this LCAP, all of The Academy's LCAP goals and areas for strength and growth are based upon an analysis of stakeholder input, self-assessment tools, and local measures of student progress. As such, the key features in this year's LCAP include: continuing to implement the programs and systems that have been successful this far (including but not limited to: continued employment of a reading specialist; maintenance of average class size of 24; implementation of a summer school program); continued implementation of a school-wide, online, data tracking system (eduCLIMBER) to better track both academic and social-emotional progress and interventions; ongoing implementation of an online math intervention program (Dreambox) to address student achievement gaps in the area of math; professional development for all staff on restorative practices; implementation of robust and comprehensive surveys for staff, students and families to track students' social-emotional learning and alignment between all three stakeholders; and increased outreach and engagement—via the Community Programming initiative and the ParentSquare online application—for all of the school's families, but most significantly for the families of the school's unduplicated pupils.

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 Academy of Alameda Elementary School is proud of its progress toward all three of its goals, and the school met its targets on many of the metrics included in the 2017-18 LCAP. For example, the percentage of students demonstrating proficiency in reading on the local assessment has increased. This increase is partially due to the school's robust reading intervention program, which is implemented by a reading specialist and a learning specialist, who come together every six weeks with the school director and the school psychologist to discuss progress. Students are tracked closely and intervention—at either the tier two or tier three level—is given when needed. Furthermore, the school's summer school program specifically targeted students reading at the tier two and tier three levels and helped to prevent a "summer slide" for a majority of the students in the program. Toward the goal of providing a "safe and secure environment for students, families, and staff" the school met the standard for a majority of its expected measurable outcomes. With a high ADA rate, no suspensions or expulsions, and highly favorable ratings from both families and staff, The Academy is proud of its progress toward providing a safe and secure school environment. Additionally, the school has moved positively toward its goal of having "thriving and meaningful family engagement." With high participation levels in family/teacher conferences, home visits, and school-based events, the school is proud of the progress it has made in engaging with its family community.

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**

Because The Academy is a new school, there are limited data points reported on the school's Fall 2017 Dashboard. Regardless, the school is consistently monitoring and assessing student progress and program effectiveness through the review of internal assessment data and by assessing the effectiveness of the COST referral program. Based on this information, the school has determined that it needs a better method for tracking student data—both academic and social emotional. While the school implemented the eduCLIMBER online data system for 2017-18, it was unable to utilize its full functionality and plans to use the system in a more robust manner for 2018-19. Tracking student achievement data more closely will allow the school to more accurately assess the strengths and challenges of its tier one program as well as determine the types of interventions needed at the tier two and tier three levels. Furthermore, while the school has continued to receive high rankings from its families, the school believes that it could refine its outreach efforts to families--specifically to those of its unduplicated pupils. Through the use of the ParentSquare platform, the school will integrate all of its communication and streamline information into one place; the platform can be automatically translated into many languages.

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**

Because the school was new in 2015-16 and because the school participated in CAASPP testing for the first time in the 2017-18 school year, this section is not applicable.

INCREASED OR IMPROVED SERVICES

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

The school will provide professional development for teachers on teaching strategies that are specifically designed to reach EL students, such as SDAIE strategies. The school will also continue to utilize the PD structure of focal student inquiry work as a way of gaining insight into how the school's EL students are experiencing school—both academically as well as social-emotionally. The reading/ELD specialist will continue to work with small groups of the school's EL students with the most limited English language skills. The support provided by the specialist is intensive and will take place in a small group setting three to four times per week. Furthermore, the school will use the data from the Panorama survey of families to make specific and targeted outreach to the families of its unduplicated students, with the goal of increasing engagement from those families.

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	1,074,707
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	1,289,693

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.

Many of the services and operating expenses (5000 series) required to meet the administrative needs of the school have not been included in this LCAP. In addition, the administrative salaries have also been left out of the LCAP as it pertains to instructional goals.

\$2,024,156	Total Projected LCFF Revenues for LCAP Year
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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	Provide high quality classroom instruction and curriculum that promotes college and career readiness, with academic intervention in place to eliminate barriers to student success.
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of teachers credentialed
- 100% of students have access to standards-aligned instructional materials
- 7% of English Learners reclassifying to Fluent English Proficient (FEP)
- 58% of English Learners advancing on the CELDT
- 100% of English Learners will access Common Core State Standards (CCSS) through content rich academic language experiences across the curriculum
- 70% of students (in grades 1-3) will demonstrate proficiency on the Measures of Academic Progress (MAP) assessment in Math. Proficiency is defined as meeting the year-end RIT score for the grade level (1st grade: 180; 2nd grade: 192; 3rd grade: 203).
- 55% of students (in grades K-3) demonstrate proficiency on their end-of-year Fountas and Pinnell reading levels. Proficiency is defined as meeting the year-end reading level goal (Kindergarten: D; 1st grade: J; 2nd grade: M; 3rd grade: P)

ACTUAL

- 7/8 (88%) of classroom teachers credentialed
- 100% of students had access to standards-aligned instructional materials
- 6% of English Learners reclassifying to Fluent English Proficient (FEP)
- N/A due to the roll out of the ELPAC
- 100% of English Learners had access to Common Core State Standards (CCSS) through content rich academic language experiences across the curriculum
- 60% of students (in grades 1-3) demonstrated proficiency on the Measures of Academic Progress (MAP) assessment in Math. Proficiency is defined as meeting the year-end RIT score for the grade level (1st grade: 180; 2nd grade: 192; 3rd grade: 203).
- 60% of students (in grades K-3) demonstrated proficiency on their end-of-year Fountas and Pinnell reading levels. Proficiency is defined as meeting the year-end reading level goal (Kindergarten: D; 1st grade: J; 2nd grade: M; 3rd grade: P)

ACTIONS / SERVICES

Action 1

Actions/Services	PLANNED Budget will include funds for the purchase of new materials, including technology, as needed. Classrooms will also have access to standards aligned-materials with home access provided, as needed	ACTUAL New materials were purchased for the school's new grade level (3 rd) and a Chromebook cart was purchased for each of the two 3 rd grade classes. Replacement, standards-aligned materials were also purchased for the school's existing grade levels (K-2), as needed. As a part of the ELA curriculum, all students take home 5-7 books on their (Fountas and Pinnell) reading level each night. Additionally, each family was given access to "homework helpers" from Eureka Math for every math assignment.
	BUDGETED 50,542	ESTIMATED ACTUAL 52,000
Expenditures		

ACTIONS / SERVICES

Action 2

Actions/Services	PLANNED The Academy will devote professional development time (workshops, coaching, planning time) to training teachers on CCSS and its implementation.	ACTUAL Teachers at The Academy participated in professional development on CCSS and its implementation in the following ways: <ol style="list-style-type: none">1. Teachers new to The Academy attended two four-day summer trainings on Eureka Math.2. All teachers participated in on-site professional development on unit and lesson planning, with an emphasis on standards based instruction.

Expenditures	BUDGETED 19,435	ESTIMATED ACTUAL 23,000
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ACTIONS / SERVICES

Action 3

Actions/Services	PLANNED The Academy will devote professional development time (workshops, coaching, planning time) to training teachers on SDAIE strategies and on best practices for teaching and supporting EL students in ELA and content areas.	ACTUAL Teachers at The Academy participated in several professional development sessions on SDAIE strategies, with particular focus on those that enhance early literacy skills. Additionally, one of the school's PD foci for the year was to examine the ways in which EL students do, or don't, feel as if they belong within the learning community at The Academy. The school used focal student work to engage with this dilemma.
	BUDGETED 2,000	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Action 4

Actions/Services	PLANNED The Academy will purchase and use an online data tracking system (eduCLIMBER) for the purpose of tracking student achievement and interventions. In addition to being used by administrators and teachers, eduCLIMBER will also be used in the weekly Coordination of Services Team (COST) meetings to track interventions and referrals to the Student Success Team (SST).	ACTUAL The Academy purchased eduCLIMBER and used it to track student data. Additionally, eduCLIMBER data reports were an integral part of the school's report card and were shared out at the family conferences at the end of the first and second trimesters. The school did not use eduCLIMBER to track interventions, because the learning curve for implementation of the program was steeper than anticipated; however, the school expects to use eduCLIMBER for intervention tracking in the 2018-19 school year.
	BUDGETED 2,500	ESTIMATED ACTUAL 1,750

ACTIONS / SERVICES

Action 5

Actions/Services	PLANNED	ACTUAL
	The Academy will contract with related service providers to meet students' needs, as identified on their IEPs.	The Academy contracted with service providers in the following areas: speech and occupational therapy.
Expenditures	BUDGETED 44,160	ESTIMATED ACTUAL 25,000

ACTIONS / SERVICES

Action 6

Actions/Services	PLANNED	ACTUAL
	The Academy will employ a reading/ELD specialist who will assist the staff in developing their capacity to meet the needs of EL students and who will administer and track results of student performance on the annual CELDT assessment. The Specialist will also reclassify EL students who meet the criteria for reclassification.	The school employs a reading/ELD specialist who provides pull out ELD support four times per week for the lowest level ELs. The reading specialist has also led several professional development sessions for teachers to develop their capacity to meet the needs of ELs. The reading specialist did all of the ELPAC testing for the school. Because of the move from the CELDT to the ELPAC, the reading specialist reclassified students based upon the prior year's CELDT scores and their academic performance. Because of the reliance on the prior year's CELDT scores, fewer students were reclassified than anticipated.
Expenditures	BUDGETED 43,800	ESTIMATED ACTUAL 35,000

ACTIONS / SERVICES

Action 7

Actions/Services	PLANNED The Academy will employ a reading specialist who will provide small group reading instruction, as needed, to students in grades K-2 who are working below grade level.	ACTUAL The reading specialist provided reading intervention, using the Reading Recovery method, in six week cycles. The intervention was 1:1 for 20 minutes, three to four times per week. At the end of each six week cycle, the reading specialist met with the school director, the learning specialist, and the school psychologist to assess student progress and determine which students no longer needed the intervention and which ones might need to be added in.
	BUDGETED 43,800	ESTIMATED ACTUAL 10,000
Expenditures		

ACTIONS / SERVICES

Action 8

Actions/Services	PLANNED The Academy will purchase and use an online reading intervention program (My Lexia) for students in the upper elementary grades.	ACTUAL The Academy piloted the use of My Lexia with two students who have Individualized Education Plans (IEPs). While the school had planned to use the program with more students in 3 rd grade, there was some teacher turnover in the grade that made implementation of new programs very difficult.
	BUDGETED 1,700	ESTIMATED ACTUAL 1,200
Expenditures		

ACTIONS / SERVICES

Action 9

Actions/Services	PLANNED The Academy will run a summer school program in order to give struggling students additional time to develop mastery.	ACTUAL The Academy ran a summer school program that served 39 students in grades K-2 who had ended the school year working below grade level in reading and/or math. The summer school program was five weeks long and ran from 9:00-12:00 each day.

Expenditures	BUDGETED 20,800	ESTIMATED ACTUAL 15,000
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ACTIONS / SERVICES

Action 10

	PLANNED	ACTUAL
Actions/Services	The Academy will employ a part-time Learning Specialist to provide Specialized Academic Instruction (SAI) to meet students' needs, as identified on their IEPs.	The Academy employed a full-time Learning Specialist to provide Specialized Academic Instruction (SAI) to meet student's needs, as identified on their IEPs. The Learning Specialist also provided Tier 3 reading intervention to students not on IEPs.
Expenditures	BUDGETED 27,910	ESTIMATED ACTUAL 65,000

ACTIONS / SERVICES

Action 11

	PLANNED	ACTUAL
Actions/Services	The school will have average class sizes of 24 students to one teacher to allow for more personalized, differentiated instruction.	The school had average class sizes of 25, due to a lower attrition rate than anticipated.
Expenditures	BUDGETED 458,393	ESTIMATED ACTUAL 460,000

ACTIONS / SERVICES

Action 12

	PLANNED	ACTUAL
Actions/Services	The school will employ a full time instructional aide in each kindergarten class to provide additional support to all students in the class but especially to those	The school has a full time instructional aide in each of its two kindergarten classes. The aides serve all of the students in the class, but their primary focus is on supporting those who are

Expenditures	who are unduplicated.	unduplicated.
	BUDGETED 44,822	ESTIMATED ACTUAL 46,000

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 was able to implement a majority of the actions/services articulated for this goal and plans to rollover many of them into the 2018-19 LCAP. A program not included in the 2017-18 LCAP but purchased during the year is Dreambox, an online adaptive math intervention. Because 2017-18 was the first year of implementation, the school did not use Dreambox to its full capability but plans to do so in the 2018-19 school year. Targeted implementation of Dreambox is intended to help increase math achievement—in the way that the school's targeted reading intervention has improved its reading data. One action/service that the school was unable to implement fully was the use of the eduCLIMBER data system to track interventions. The learning curve for implementation of the program was steeper than anticipated, but the school plans to include this action again in the 2018-19 LCAP.

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

The school exceeded its measurable outcome for reading. Actions/services that greatly contributed to success on this metric include the following:

- The summer school program that served 39 students in grades K-2. An analysis of summer school data showed that Tier 3 students who attended the program did not experience the summer slide of Tier 3 students who did not attend the program. Likewise, Tier 2 students who attended summer school either maintained or grew their reading levels at a rate higher than that of their Tier 2 peers who did not attend summer school.
- Hiring a full time learning specialist who served students on IEPs as well as supporting non IEP students with Tier 3 reading needs. The school sent the learning specialist to be trained in the Orton Gillingham method of reading intervention, and the learning specialist, reading specialist, school psychologist, and school director met every

six weeks to review intervention data and monitor student progress. The collaboration between the group and between the reading specialist and learning specialist allowed the school to correctly identify students in need of intervention and to match their needs with the appropriate intervention (Reading Recovery or Orton Gillingham).

The school did not meet its outcome for math performance, primarily due to its 3rd grade cohort under-performing. This cohort of 53 students includes 17 students who were new to the school for the 2017-18 school year and 16 students who were new in 2016-17. Thus, only 20 of the 53 3rd graders have attended the school since first grade/the school's inception. The continued influx of students has had an impact on the cohort's academic progress—across all subjects—but particularly in math as not all students had prior experience with the Eureka math curriculum. The school plans to address this need by more thoroughly implementing the Dreambox intervention program as well as by ensuring that the 4th grade math teacher has attended a Eureka math training.

The school did not meet its goal relative to teacher credentialing because a kindergarten teacher quit in July, and the school had to scramble to fill the position. Furthermore, measurable outcomes related to the CELDT were difficult to measure due to the transition to the ELPAC. The school used prior year CELDT scores and students' current academic performance to determine whom to reclassify. There were additional students who may have been eligible for reclassification, based on their academic performance, but who did not meet criteria without updated CELDT/ELPAC scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school chose to hire a full-time Learning Specialist rather than part-time.

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

The school plans to rollover a majority of the actions/services related to this goal for the 2018-19 LCAP. However, the school plans to add growth metrics for both reading and math and to change the CAASP metric to the "distance from 3" or DF3 metric. The school strongly believes in meeting students where they are and in providing academic supports as needed; all students get what they need in order to be successful. Therefore, the school has invested heavily in intervention—hiring the reading specialist, training the learning specialist in Orton Gillingham, and purchasing licenses for the Dreambox math program—and there should be a LCAP metrics, beyond overall proficiency levels, to demonstrate the success of those investments.

Goal 2	Provide a safe and secure environment for students, families, and staff.
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
<ul style="list-style-type: none"> The Academy will meet or exceed an ADA of 95%. The Academy will maintain a low suspension and expulsion rate. Academy families will, on average, rate their overall satisfaction level with the school between a 4.1 and 5.0 (on a 1-5 scale) on the annual Parent/Guardian Satisfaction Survey. Academy staff will, on average, rate their overall satisfaction level with the school between a 4.1 and 5.0 (on a 1-5 scale) on the annual Staff Satisfaction Survey. 	<ul style="list-style-type: none"> ADA: 96% 0 suspensions and 0 expulsions Achieved average overall satisfaction rate of 4.31 on the annual Parent/Guardian Satisfaction Survey Achieved average overall satisfaction rate of 4.5 on the annual Staff Satisfaction Survey

ACTIONS / SERVICES

Action	1	
Actions/Services	PLANNED The school director will meet with students and parents/guardians of students with attendance problems and will initiate a formal SARB process, if needed.	ACTUAL The school director met with parents/guardians of students with attendance problems and developed an attendance support plan, when needed.
	BUDGETED 2,100	ESTIMATED ACTUAL 0
Expenditures		

ACTIONS / SERVICES

Action 2

Actions/Services	PLANNED	ACTUAL
	The school will purchase and implement, school-wide, the Zones of Regulation social-emotional learning curriculum.	The school implemented the Zones of Regulation curriculum school-wide, with a particular focus on using the program with students in need of Tier 2 and Tier 3 social-emotional support.
Expenditures	BUDGETED 1,000	ESTIMATED ACTUAL 500

ACTIONS / SERVICES

Action 3

Actions/Services	PLANNED	ACTUAL
	The school will maintain and expand its Positive Behavioral Intervention and Support (PBIS) system.	The school implemented the use of the PBIS app Class Dojo school-wide. Students are awarded points within Dojo based upon meeting or exceeding expectations with regard to the school rules.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Action 4

Actions/Services	PLANNED	ACTUAL
	The school will hire a part-time school psychologist to run small groups, as needed, on topics such as developing social skills and self-control.	The school hired a part-time school psychologist to run small groups, as needed, on topics such as developing social skills and self-control.

Expenditures	BUDGETED 27,883	ESTIMATED ACTUAL 40,000
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ACTIONS / SERVICES

Action 5

	PLANNED	ACTUAL
Actions/Services	The school director and the Coordination of Services Team (COST) will regularly examine the school's data for trends and create action plans to address the needs of specific groups as needs arise and work toward eliminating racial inequities in suspension and expulsion rates, if they are present.	The COST team occasionally examined data but it was not a regular practice, due to the slow roll out of the eduCLIMBER data system. The school anticipates using eduCLIMBER to track COST referrals and interventions for the 2018-19 school year.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Action 6

	PLANNED	ACTUAL
Actions/Services	The school director will annually solicit staff and parent/guardian feedback (and student, when applicable) on surveys targeted at their individual experiences and satisfaction with the school.	The family satisfaction survey and the staff satisfaction survey were administered in the winter. Additionally, the school contracted with Panorama Education to administer a feedback survey to families and teachers and a social emotional learning survey to students. All three surveys feature research based questions and are nationally normed.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Action 7

Actions/Services	PLANNED The school director will analyze annual survey results for areas in which The Academy's program can be improved and plans will be put in place for improvement.	ACTUAL The school director analyzed the results from both surveys and the analysis led to some improvements and changes that are included in the school's 2018-19 LCAP.
	BUDGETED 0	ESTIMATED ACTUAL 825

ACTIONS / SERVICES

Action 8

Actions/Services	PLANNED The school director will schedule events throughout the school year with the express design of building community and increasing interaction and participation between families, students, and teachers.	ACTUAL The school director implemented many events throughout the year that led to increased interactions between all stakeholders. These events included, but are not limited to: The Festival of Cultures, Movie Nights, Literacy Night, Science Fair, Talent Shows, and Walkathon.
	BUDGETED 5,000	ESTIMATED ACTUAL 2,500

ACTIONS / SERVICES

Action 9

Actions/Services	PLANNED Food and childcare (when needed) will be provided at all family events.	ACTUAL Food and childcare (as needed) were provided at all events.
	BUDGETED 2,500	ESTIMATED ACTUAL 3,000

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 implemented all of the actions/services for this goal. Moreover, the school added an additional action: the administration of student, staff, and family surveys from Panorama education. The Panorama surveys are research based, nationally normed, robust and yielded more actionable data than the satisfaction surveys that the school had planned for (and implemented). The school was unable to use the eduCLIMBER system to track student data and interventions in COST meetings, as it had planned, because the implementation learning curve for the system was steeper than anticipated.

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

The school met all of its measurable outcomes for this goal and believes that the safety and security of its learning environment remain strengths of the program. The school looks forward to disaggregating the data from the Panorama surveys and using that information to plan programming to increase even further the quality and strength of the school's climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The school made the decision, in the middle of the 2017-18 school year to implement surveys from Panorama Education. As such these surveys are not included in the 2017-18 LCAP; however, the school has written the surveys into the 2018-19 LCAP in both the metrics section as well as in the actions/services. Additionally, to address the changing needs of the students, as the school grows to include upper elementary grades, the school plans to contract with an outside consultant to provide professional development on restorative practices.

Goal 3

Have thriving and meaningful parent/family engagement.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES**EXPECTED**

- 55% of parents/guardians will complete the Parent/Guardian Satisfaction Survey
- 95% of parents/guardians will attend family/teacher conferences
- 90% of families will participate in home visits
- 80% of families will attend two or more school related functions (i.e. monthly Founding Families Group meetings, parent/guardian workshops, and school-wide events—Harvest Festival & Multicultural Potluck, Family Movie Night, etc.)
- 60% of families of English Learners will attend two or more school related functions

ACTUAL

- 40% of parents/guardians completed the Parent/Guardian Satisfaction Survey
- 95% of parents/guardians attended family/teacher conferences
- 92% of families participated in home visits
- 83% of families attended two or more school related functions (i.e. monthly Founding Families Group meetings, parent/guardian workshops, and school-wide events—Harvest Festival & Multicultural Potluck, Family Movie Night, etc.)
- 50% of families of English Learners attended two or more school related functions

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED

Classroom teachers will annually conduct home visits to meet with students' families in preparation for the upcoming school year.

ACTUAL

All classroom teachers held home visits in August 2017.

Expenditures

BUDGETED

2,400

ESTIMATED ACTUAL

2,400

ACTIONS / SERVICES

Action 2

Actions/Services	PLANNED Food, drinks, and childcare will be provided at all school events in order to provide equal access for all families.	ACTUAL Food, drinks, and childcare were provided at all school events.
	BUDGETED 2,500	ESTIMATED ACTUAL 2,000

ACTIONS / SERVICES

Action 3

Actions/Services	PLANNED The school director will meet monthly with the Founding Families Group to coordinate, plan, and implement programs/events that are designed to increase family involvement in the school.	ACTUAL For the 2017-18 school year, the Founding Families Group was renamed the Family Alliance, and it was determined that bi-monthly meetings were sufficient to meet the needs of the group and to ensure higher levels of attendance at meetings. The school director met bi-monthly with the Family Alliance. Programs/events that they planned included: the Science Fair, Walkathon, and Teacher Appreciation Week.
	BUDGETED 2,000	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Action 4

Actions/Services	PLANNED The school director will coordinate with staff and with outside providers to schedule at least four parent/guardian workshops throughout the year.	ACTUAL The school held three workshops: 1) exploring the math curriculum and ways that families can support their children at home; 2) anti-bias education; and 3) state testing and how the school is preparing students and what families could do at home. The fourth workshop was not held due to other planned family/parent activities and schoolwide events.

Expenditures	BUDGETED 1,000	ESTIMATED ACTUAL 1,500
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ACTIONS / SERVICES

Action 5

Actions/Services	PLANNED The school director will develop, and implement, a comprehensive plan for providing translation and interpretation services, as needed, for families who speak languages other than English. This includes mailing/handing out paper copies of the Family Satisfaction survey, translated as needed.	ACTUAL Interpretation services were provided, as needed, for all families during home visits and family/teacher conferences. Incoming families who speak a language other than English were partnered with a current family who speaks the same home language. The current family called the incoming family prior to the start of the year to answer any questions and to offer to act as a bridge to the school. The Panorama feedback survey was administered online and gave families the option of taking the survey in their home language.
	BUDGETED 960	ESTIMATED ACTUAL 650

ACTIONS / SERVICES

Action 6

Actions/Services	PLANNED The school director will develop a range of community programming events and services to encourage family involvement in, and connection to, the school.	ACTUAL Community programming was not implemented due to budget and staffing constraints.
	BUDGETED 2,000	ESTIMATED ACTUAL 0

ACTIONS / SERVICES

Actions/Services	PLANNED The school director will make targeted outreach to the families of the school's unduplicated students.	ACTUAL The school director used multiple methods of communication with families in order to ensure that communication was received by as wide a range of families as possible. This included a weekly newsletter sent via email, emails sent through individual class web sites, flyers sent home via students' home/school folders, robo calls (translated, as needed), and phone calls and in person meetings, as appropriate. Additionally, each classroom teacher used their Class Dojo account to post pictures of classroom events as well as posting pictures of flyers that went home.
	BUDGETED 0	ESTIMATED ACTUAL 540

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.

Fewer parent/guardians completed the Family Satisfaction Survey than anticipated. The school sent the survey electronically several times and printed copies to be completed by parents/guardians at drop off and pick up. However, while collecting data from the satisfaction survey, the school became aware of surveys from Panorama Education. After investigating these surveys, the school found them to be more robust, nationally normed, and capable of being translated online while families take the survey. Because these surveys are more dynamic, the school decided mid-year to implement the Panorama surveys across three groups of stakeholders—families, students (3rd graders), and teachers. The school put its energy toward implementation of the Panorama surveys rather than the Satisfaction Survey. Thus, although the school did not meet the Family Satisfaction Survey completion metric set forth in 2017-18 LCAP, 53% of families completed the Panorama survey.

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

Overall, family engagement in the school remains strong. The school met its targets for home visit participation, family/teacher conferences attendance, and the percentage of families attending two or more school-wide events. An area for growth is in engagement with families who speak a language other than English. The school did not meet this target. In disaggregating the data further, the school discovered that 40% of its EL students live outside of Alameda; therefore, for these students and their families, not only is there a language barrier to engagement with the school but there is also a geographic one. The school plans to address this challenge in its 2018-19 LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

The data the school gathered from the Panorama surveys was robust and provided a baseline understanding of the types of information that the school could access. This is particularly helpful for gaining feedback and insight from families who speak a language other than English. On the Panorama survey, families can select from eight languages (English, Spanish, Mandarin, Cantonese, Korean, Arabic, Vietnamese, and Portuguese) in which they'd like to take the survey and included within those eight languages are the primary languages spoken by our families (English, Cantonese, Spanish, and Arabic). The survey includes questions about barriers to engagement and the school plans to use that data to better tailor its outreach to the families of EL students. Thus, the Panorama survey is included as an action/service in the 2018-19 LCAP.

Also included in the actions and services for goal three is contracting with the online family/school interface ParentSquare. All communication will be passed through ParentSquare—emails between all stakeholders (all members of the community can be accessed through the portal), newsletters and updates from the classroom teachers and the school leader, sign ups for conferences, field trips and much more. The ParentSquare platform will streamline communication and will put all information in one, easily accessible location. ParentSquare also allows families to select their preferred language and the content on their portal is translated into that language.

In the metrics section of goal three, the school has added a metric around family use of the ParentSquare platform.

Stakeholder Engagement

LCAP
Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In developing this year's LCAP and annual update, The Academy of Alameda Elementary school worked with two key stakeholder groups: the Parent Advisory Committee (PAC) and the Staff LCAP Group. The school convened a series of meetings for these groups to provide input on the goals, services, and actions of the Local Control Accountability Plan (LCAP). Both the PAC and the Staff LCAP group met three times each. The PAC met on 11/15, 1/17, and 3/27. The staff LCAP Group met on 12/14, 2/1, and 4/26.

With both groups there was a review of the State Priorities, the LCAP template, goals, actions and services, metrics, assessment data, and budgeted expenditures; however, the focus of the PAC meetings was on developing the services and actions around parent and family involvement.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations with both groups had a significant impact on the LCAP for the upcoming year. The committees reviewed the previous year's LCAP, and the school's progress therein on achieving its goals. The PAC helped to breakdown the data related to the measurable outcomes for family engagement in the school and provided feedback about the school's current systems of communication. The overwhelming sentiment was that there were too many different systems (Class Dojo, Shutterfly, Aeries, and more) and that it was difficult to remain fully informed when they were unsure where the information was located. The PAC acknowledged that there were strengths and challenges to each system and wondered if there might be a better way to streamline communication and dissemination of information. This feedback led to the school's purchase of the ParentSquare platform—an action included under Goal 3. The Staff LCAP Group focused their participation on the academic outcomes and noted that while the Dreambox math intervention program had been a helpful tool for the 2017-18 school year but, there was a significant amount of functionality that they were not accessing. This feedback contributed to the addition of several services and actions under Goal 1. Furthermore, as the PAC had also mentioned, the staff group noted that using multiple platforms for communication had inhibited their ability to interact successfully with parents and to create the opportunities for the "thriving and meaningful engagement" of families that Goal 3 asks for. Thus, the staff group's feedback also contributed to the decision to add the ParentSquare platform as an action under Goal 3.

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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 1	Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic intervention in place to eliminate barriers to student success.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Improve student achievement

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
% of English Learners reclassifying to Fluent English Proficient (FEP) will increase annually	TBD. Baseline needs to be reestablished due to the move from the CELDT to the ELPAC	Establish a baseline	Baseline +1%	Baseline + 2%
% of English Learners advancing on the ELPAC each year will increase annually	TBD.	Establish a baseline	Baseline +1%	Baseline + 2%
% of students meeting or exceeding their expected growth target on local math benchmark (Measures of Academic Progress) will grow annually	TBD.	Establish a baseline	Baseline +1%	Baseline + 2%

% of students meeting or exceeding their expected growth target on local ELA benchmark (Measures of Academic Progress) will grow annually	TBD.	Establish a baseline	Baseline +1%	Baseline + 2%
School's "distance from 3" (DF3) on the CAASP ELA assessment will decrease (if negative the prior year) or increase (if positive the prior year) annually	TBD	Establish a baseline	Baseline +1%	Baseline + 2%
School's "distance from 3" (DF3) on the CAASP math assessment will decrease (if negative the prior year) or increase (if positive the prior year) annually	TBD	Establish a baseline	Baseline +1%	Baseline + 2%

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

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]:

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

The Academy will devote professional development time (workshops, coaching, planning time) to training teachers on SDAIE strategies and on best practices for teaching and supporting EL students in ELA and content areas.

2019-20

☐ New ☐ Modified ☒ Unchanged

The Academy will devote professional development time (workshops, coaching, planning time) to training teachers on SDAIE strategies and on best practices for teaching and supporting EL students in ELA and content areas.

2020-21

☐ New ☐ Modified ☒ Unchanged

The Academy will devote professional development time (workshops, coaching, planning time) to training teachers on SDAIE strategies and on best practices for teaching and supporting EL students in ELA and content areas.

BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	2,000	Amount	2,000	Amount	2,000
Source	Title II (Res. 4305)	Source	Title II (Res. 4305)	Source	Title II (Res. 4305)
Budget Reference	(5000) Professional Development \$4,350	Budget Reference	(5000) Professional Development \$5,202	Budget Reference	(5000) Professional Development \$6,344

Action 2

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2018-19		2019-20		2020-21	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
The Academy will use an online data tracking system (eduCLIMBER) for the purpose of tracking student achievement and interventions. In addition to being		The Academy will use an online data tracking system (eduCLIMBER) for the purpose of tracking student		The Academy will use an online data tracking system (eduCLIMBER) for the purpose of tracking student achievement and	

used by administrators and teachers, eduCLIMBER will also be used in the weekly Coordination of Services Team (COST) meetings to track interventions and referrals to the Student Success Team (SST).

achievement and interventions. In addition to being used by administrators and teachers, eduCLIMBER will also be used in the weekly Coordination of Services Team (COST) meetings to track interventions and referrals to the Student Success Team (SST).

interventions. In addition to being used by administrators and teachers, eduCLIMBER will also be used in the weekly Coordination of Services Team (COST) meetings to track interventions and referrals to the Student Success Team (SST).

BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	1,750	Amount	2,000	Amount	2,250
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(5800) Student Assessments	Budget Reference	(5800) Student Assessments	Budget Reference	(5800) Student Assessments

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2018-19**2019-20****2020-21**
☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

The Academy will contract with related service providers to meet students' needs, as identified on their IEPs.

The Academy will contract with related service providers to meet students' needs, as identified on their IEPs.

The Academy will contract with related service providers to meet students' needs, as identified on their IEPs.

BUDGETED EXPENDITURES**2018-19****2019-20****2020-21**

Amount	53,148	Amount	65,691	Amount	67,662
Source	SPED (Res. 6500 & 3310)	Source	SPED (Res. 6500 & 3310)	Source	SPED (Res. 6500 & 3310)
Budget Reference	(5800) SPED Contractors	Budget Reference	(5800) SPED Contractors	Budget Reference	(5800) SPED Contractors

Action 4

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

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

OR

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

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

spans: _____

ACTIONS/SERVICES

2018-19

☐ New ☒ Modified ☐ Unchanged

The Academy will employ a reading/ELD specialist who will assist the staff in developing their capacity to meet the needs of EL students and who will administer and track results of student performance on the annual ELPAC assessment. The Specialist will also reclassify EL students who meet the criteria for reclassification.

2019-20

☐ New ☐ Modified ☒ Unchanged

The Academy will employ a reading/ELD specialist who will assist the staff in developing their capacity to meet the needs of EL students and who will administer and track results of student performance on the annual ELPAC assessment. The Specialist will also reclassify EL students who meet the criteria for reclassification.

2020-21

☐ New ☐ Modified ☒ Unchanged

The Academy will employ a reading/ELD specialist who will assist the staff in developing their capacity to meet the needs of EL students and who will administer and track results of student performance on the annual ELPAC assessment. The Specialist will also reclassify EL students who meet the criteria for reclassification.

BUDGETED EXPENDITURES

2018-19

Amount	55,500
Source	LCFF S&C (Res. 0000) Title I (Res. 3010)
Budget Reference	(1100) Certificated Salaries (3000) Benefits

2019-20

Amount	59,400
Source	LCFF S&C (Res. 0000) Title I (Res. 3010)
Budget Reference	(1100) Certificated Salaries (3000) Benefits

2020-21

Amount	64,150
Source	LCFF S&C (Res. 0000) Title I (Res. 3010)
Budget Reference	(1100) Certificated Salaries (3000) Benefits

Action 5

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: K-2

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

The Academy will employ a reading specialist who will provide small group reading instruction, as needed, to students in grades K-2 who are working below grade level.

2019-20

☐ New ☐ Modified ☒ Unchanged

The Academy will employ a reading specialist who will provide small group reading instruction, as needed, to students in grades K-2 who are working below grade level.

2020-21

☐ New ☐ Modified ☒ Unchanged

The Academy will employ a reading specialist who will provide small group reading instruction, as needed, to students in grades K-2 who are working below grade level.

BUDGETED EXPENDITURES

2018-19

Amount 9,750
Source LCFF S&C (Res. 0000)
Budget Reference (1100) Certificated Salaries

2019-20

Amount 9,750
Source LCFF S&C (Res. 0000)
Budget Reference (1100) Certificated Salaries

2020-21

Amount 9,750
Source LCFF S&C (Res. 0000)
Budget Reference (1100) Certificated Salaries

Action 6

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: 3-

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2018-19

☐ New ☒ Modified ☐ Unchanged

The Academy will purchase and expand its use of an online reading intervention program (My Lexia) for students in the upper elementary grades.

2019-20

☐ New ☐ Modified ☒ Unchanged

The Academy will purchase and use an online reading intervention program (My Lexia) for students in the upper elementary grades.

2020-21

☐ New ☐ Modified ☒ Unchanged

The Academy will purchase and use an online reading intervention program (My Lexia) for students in the upper elementary grades.

[BUDGETED EXPENDITURES](#)

2018-19

Amount	2,500
Source	LCFF Base (Res. 0000)
Budget Reference	(4000) Educational Software

2019-20

Amount	2,750
Source	LCFF Base (Res. 0000)
Budget Reference	(4000) Educational Software

2020-21

Amount	3,000
Source	LCFF Base (Res. 0000)
Budget Reference	(4000) Educational Software

Action 7

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Academy will run a summer school program in order to give struggling students additional time to develop mastery.	The Academy will run a summer school program in order to give struggling students additional time to develop mastery.	The Academy will run a summer school program in order to give struggling students additional time to develop mastery.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount 19,610	Amount 20,800	Amount 21,320
Source LCFF Base (Res. 0000)	Source LCFF Base (Res. 0000)	Source LCFF Base (Res. 0000)
Budget Reference (1900) Certificated Salaries (2100) Classified Salaries (3000) Benefits	Budget Reference (1900) Certificated Salaries (2100) Classified Salaries (3000) Benefits	Budget Reference (1900) Certificated Salaries (2100) Classified Salaries (3000) Benefits

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Academy will employ a full time Learning Specialist to provide Specialized Academic Instruction (SAI) to meet students' needs, as identified on their IEPs.	The Academy will employ a full time Learning Specialist to provide Specialized Academic Instruction (SAI) to meet students' needs, as identified on their IEPs.	The Academy will employ a full time Learning Specialist to provide Specialized Academic Instruction (SAI) to meet students' needs, as identified on their IEPs.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount 73,523 Source SPED (Res. 6500 & 3310)	Amount 76,747 Source SPED (Res. 6500 & 3310)	Amount 79,589 Source SPED (Res. 6500 & 3310)

Budget
Reference

(1100) Certificated Salaries
(3000) Benefits

Budget
Reference

(1100) Certificated
Salaries
(3000) Benefits

Budget
Reference

(1100) Certificated Salaries
(3000) Benefits

Action 9

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

The school will have average class sizes of 24 students to one teacher to allow for more personalized, differentiated instruction.

2019-20

☐ New ☐ Modified ☒ Unchanged

The school will have average class sizes of 24 students to one teacher to allow for more personalized, differentiated instruction.

2020-21

☐ New ☐ Modified ☒ Unchanged

The school will have average class sizes of 24 students to one teacher to allow for more personalized, differentiated instruction.

BUDGETED EXPENDITURES

2018-19

2019-20

2020-21

Amount	851,488	Amount	1,020,536	Amount	1,046,050
Source	LCFF Base (Res. 0000) EPA (Res. 1400)	Source	LCFF Base (Res. 0000) EPA (Res. 1400)	Source	LCFF Base (Res. 0000) EPA (Res. 1400)
Budget Reference	(1100) Certificated Salaries (3000) Benefits	Budget Reference	(1100) Certificated Salaries (3000) Benefits	Budget Reference	(1100) Certificated Salaries (3000) Benefits

Action 10

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2018-19

☐ New ☐ Modified ☒ Unchanged

The school will employ a full time instructional aide in each kindergarten class to provide additional support to all students in the class but especially to those who are unduplicated.

2019-20

☐ New ☐ Modified ☒ Unchanged

The school will employ a full time instructional aide in each kindergarten class to provide additional support to all students in the class but especially to those who are unduplicated.

2020-21

☐ New ☐ Modified ☒ Unchanged

The school will employ a full time instructional aide in each kindergarten class to provide additional support to all students in the class but especially to those who are unduplicated.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount	Amount	Amount
64,021	67,222	70,583
Source	Source	Source
LCFF Base (Res. 0000)	LCFF Base (Res. 0000)	LCFF Base (Res. 0000)
Budget Reference	Budget Reference	Budget Reference
(2100) Classified Salaries (3000) Benefits	((2100) Classified Salaries (3000) Benefits	(2100) Classified Salaries (3000) Benefits

Action 11

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will purchase and implement the online, adaptive math intervention program, Dreambox.	The school will purchase and implement the online, adaptive math intervention	The school will purchase and implement the online, adaptive math intervention program,

	program, Dreambox.	Dreambox.
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BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	7,700	Amount	8,000	Amount	8,200
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(4300) Educational Software	Budget Reference	(4300) Educational Software	Budget Reference	(4300) Educational Software

Goal 2	Provide a safe and secure environment for students, families, and staff.
---------------	---

State and/or Local Priorities Addressed by this goal:

STATE
☐ 1
☐ 2
☐ 3
☐ 4
☒ 5
☒ 6
☐ 7
☐ 8

COE
☐ 9
☐ 10

LOCAL

Identified Need

Improve safety and security of the learning environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-2020	2020-21
The Academy will meet or exceed an ADA of 95%.	96%	95%	95%	95%

The Academy will maintain a low suspension and expulsion rate.	The Academy had no suspensions and expulsions.	0	0	0
Academy families will, on average, maintain a positive rating (>50% favorable response) on the topic of "school climate" on the Panorama survey	TBD	>50% favorable response	>50% favorable response	>50% favorable response
Academy staff will maintain a positive rating (>50% favorable response) on the topic of "school climate" on the Panorama survey	TBD	>50% favorable response	>50% favorable response	>50% favorable response

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

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school director will hire a vice principal, who will have as one of their primary roles, to meet with students and parents/guardians of students with attendance problems and will initiate a formal SARB process, if needed.	The school's vice principal will meet with students and parents/guardians of students with attendance problems and will initiate a formal SARB process, if needed.	The school's vice principal will meet with students and parents/guardians of students with attendance problems and will initiate a formal SARB process, if needed.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
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Amount	14,060	Amount	15,466	Amount	17,012
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(1300) Certificated Admin Salaries (3000) Benefits	Budget Reference	(1300) Certificated Admin Salaries (3000) Benefits	Budget Reference	(1300) Certificated Admin Salaries (3000) Benefits

Action 2

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will contract with an expert in restorative practices to provide professional development for the whole staff.	The school will contract with an expert in restorative practices to provide professional development for the whole staff.	The school will contract with an expert in restorative practices to provide professional development for the whole staff.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount	Amount	Amount
51,878	54,472	57,195
Source	Source	Source
LCFF Base (Res. 0000)	LCFF Base (Res. 0000)	LCFF Base (Res. 0000)
Budget Reference	Budget Reference	Budget Reference
(2200) Classified Support Salaries (3000) Benefits	(2200) Classified Support Salaries (3000) Benefits	(2200) Classified Support Salaries (3000) Benefits

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will maintain and expand its Positive	The school will maintain and expand its Positive Behavioral Intervention and	The school will maintain and expand its Positive Behavioral Intervention and Support

Behavioral Intervention and Support (PBIS) system.	Support (PBIS) system.	(PBIS) system.
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BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	0	Amount	0	Amount	0
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action 4

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

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

OR

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

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

ACTIONS/SERVICES

2018-19			2019-20			2020-21		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

The school will hire a part-time school psychologist to run small groups and individual counseling, as needed, on topics such as developing social skills and self-control.

The school will hire a part-time school psychologist to run small groups, as needed, on topics such as developing social skills and self-control.

The school will hire a part-time school psychologist to run small groups, as needed, on topics such as developing social skills and self-control.

BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	61,215	Amount	63,720	Amount	65,835
Source	SPED (Res. 6500 & 3310) ERMHS (Res. 6512)	Source	SPED (Res. 6500 & 3310) ERMHS (Res. 6512)	Source	SPED (Res. 6500 & 3310) ERMHS (Res. 6512)
Budget Reference	(1200) Certificated Salaries (3000) Benefits	Budget Reference	(1200) Certificated Salaries (3000) Benefits	Budget Reference	(1200) Certificated Salaries (3000) Benefits

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2018-19

☐ New ☒ Modified ☐ Unchanged

The school director will annually solicit staff and parent/guardian feedback (and student, when applicable) on Panorama Education surveys targeted at their individual experiences and satisfaction with the school.

2019-20

☐ New ☐ Modified ☒ Unchanged

The school director will annually solicit staff and parent/guardian feedback (and student, when applicable) on Panorama Education surveys targeted at their individual experiences and satisfaction with the school.

2020-21

☐ New ☐ Modified ☒ Unchanged

The school director will annually solicit staff and parent/guardian feedback (and student, when applicable) on Panorama Education surveys targeted at their individual experiences and satisfaction with the school.

BUDGETED EXPENDITURES

2018-19

Amount	2,500
Source	LCFF Base (Res. 0000)
Budget Reference	(5800) Services & Other Operating Expenses

2019-20

Amount	2,500
Source	LCFF Base (Res. 0000)
Budget Reference	(5800) Services & Other Operating Expenses

2020-21

Amount	2,500
Source	LCFF Base (Res. 0000)
Budget Reference	(5800) Services & Other Operating Expenses

Action 6

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools
spans: _____

☐ Specific Schools: _____

☐ Specific Grade

[ACTIONS/SERVICES](#)

2018-19

☐ New ☐ Modified ☒ Unchanged

The school director will analyze annual survey results for areas in which The Academy's program can be improved and plans will be put in place for improvement.

2019-20

☐ New ☐ Modified ☒ Unchanged

The school director will analyze annual survey results for areas in which The Academy's program can be improved and plans will be put in place for improvement.

2020-21

☐ New ☐ Modified ☒ Unchanged

The school director will analyze annual survey results for areas in which The Academy's program can be improved and plans will be put in place for improvement.

[BUDGETED EXPENDITURES](#)

2018-19

Amount	0
Source	LCFF Base (Res. 0000)
Budget Reference	N/A

2019-20

Amount	0
Source	LCFF Base (Res. 0000)
Budget Reference	N/A

2020-21

Amount	0
Source	LCFF Base (Res. 0000)
Budget Reference	N/A

Action 7

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools
spans: _____

☐ Specific Schools: _____

☐ Specific Grade

OR

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools spans: ☐ Specific Schools: ☐ Specific GradeACTIONS/SERVICES**2018-19**☐ New ☐ Modified ☒ Unchanged

The school director will work with the Community Programming Coordinator to schedule events throughout the school year with the express design of building community and increasing interaction and participation between families, students, and teachers

2019-20☐ New ☐ Modified ☒ Unchanged

The school director will schedule events throughout the school year with the express design of building community and increasing interaction and participation between families, students, and teachers

2020-21☐ New ☐ Modified ☒ Unchanged

The school director will schedule events throughout the school year with the express design of building community and increasing interaction and participation between families, students, and teachers

BUDGETED EXPENDITURES**2018-19**

Amount 5,000
Source LCFF Base (Res. 1000)
Budget Reference (2200) Classified Salaries

2019-20

Amount 5,000
Source LCFF Base (Res. 1000)
Budget Reference (2200) Classified Salaries

2020-21

Amount 5,000
Source LCFF Base (Res. 1000)
Budget Reference (2200) Classified Salaries

Action **8**

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

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

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Food and childcare (when needed) will be provided at all family events.

2019-20

☐ New ☐ Modified ☒ Unchanged

Food and childcare (when needed) will be provided at all family events.

2020-21

☐ New ☐ Modified ☒ Unchanged

Food and childcare (when needed) will be provided at all family events.

BUDGETED EXPENDITURES

2018-19

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (2900) Classified Salaries

2019-20

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (2900) Classified Salaries

2020-21

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (2900) Classified Salaries

Action 9

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All schools ☐ Specific Schools: ☒ Specific Grade spans: 3-5

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2018-19

☒ New ☐ Modified ☐ Unchanged

Girls' running club (Run Like a Girl), designed to foster confidence and leadership in girls, will meet once a week for the whole school year and will be open to girls in grades 3-4.

2019-20

☐ New ☒ Modified ☐ Unchanged

Girls' running club (Run Like a Girl), designed to foster confidence and leadership in girls, will meet once a week for the whole school year and will be open to girls in grades 3-5.

2020-21

☐ New ☐ Modified ☒ Unchanged

Girls' running club (Run Like a Girl), designed to foster confidence and leadership in girls, will meet once a week for the whole school year and will be open to girls in grades 3-5.

BUDGETED EXPENDITURES

2018-19

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (1100) Certificated Salaries

2019-20

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (1100) Certificated Salaries

2020-21

Amount 3,000
Source LCFF Base (Res. 1000)
Budget Reference (1100) Certificated Salaries

☐ New ☐ Modified ☒ Unchanged

Goal 3**Have thriving and meaningful parent/family engagement.**

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

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

LOCAL _____

[Identified Need](#)

Improve family engagement.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-2020	2020-21
>50% of parents/guardians complete the Panorama Survey	TBD	>50%	>50%	>50%
At least 90% of parents/guardians will attend family/teacher conferences	96% of parents/guardians attended family/teacher conferences	>90%	>90%	>90%
At least 85% of families will participate in home visits	92% of families participated in home visits	>85%	>85%	>85%
At least 90% of parents/guardians will be contactable and will be engaging with the school	TBD	>90%	>90%	>90%

through the
ParentSquare
platform.

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2018-19

☐ New ☐ Modified ☒ Unchanged

Classroom teachers will annually conduct home visits to meet with students' families in preparation for the upcoming school year.

2019-20

☐ New ☐ Modified ☒ Unchanged

Classroom teachers will annually conduct home visits to meet with students' families in preparation for the upcoming school year.

2020-21

☐ New ☐ Modified ☒ Unchanged

Classroom teachers will annually conduct home visits to meet with students' families in preparation for the upcoming school year.

BUDGETED EXPENDITURES

2018-19

Amount

2,400

2019-20

Amount

3,000

2020-21

Amount

3,600

Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(1100) Certificated Salaries	Budget Reference	(1100) Certificated Salaries	Budget Reference	(1100) Certificated Salaries

Action 2

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Food, drinks, and childcare will be provided at all school events in order to provide equal access for all families.	Food, drinks, and childcare will be provided at all school events in order to provide equal access for all families.	Food, drinks, and childcare will be provided at all school events in order to provide equal access for all families.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount 2,000	Amount 2,060	Amount 2,120

Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(4700) Food	Budget Reference	(4700) Food	Budget Reference	(4700) Food

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school director will meet bi-monthly with the Family Alliance to coordinate, plan, and implement programs/events that are designed to increase family involvement in the school.	The school director will meet bi-monthly with the Family Alliance to coordinate, plan, and implement programs/events that are designed to increase family involvement in the school.	The school director will meet bi-monthly with the Family Alliance to coordinate, plan, and implement programs/events that are designed to increase family involvement in the school.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
---------	---------	---------

Amount	0	Amount	0	Amount	0
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action 4

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Using data from the Panorama surveys, the school director will make targeted outreach to the families of the school's unduplicated students.	Using data from the Panorama surveys the school director will make targeted outreach to the families of the school's	Using data from the Panorama surveys, the school director will make targeted outreach to the families of the school's unduplicated

	unduplicated students.	students.
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BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	0	Amount	0	Amount	0
Source	LCFF S&C (Res. 0000)	Source	LCFF S&C (Res. 0000)	Source	LCFF S&C (Res. 0000)
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2018-19	2019-20	2020-21
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<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will contract with the online platform ParentSquare to increase the ease with which all stakeholders can communicate with one another and access information.	The school will contract with the online platform ParentSquare to increase the ease with which all stakeholders can communicate with one another and access information.	The school will contract with the online platform ParentSquare to increase the ease with which all stakeholders can communicate with one another and access information.

BUDGETED EXPENDITURES

2018-19		2019-20		2020-21	
Amount	1,300	Amount	1,600	Amount	1,600
Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)	Source	LCFF Base (Res. 0000)
Budget Reference	(5800) Services & Other Operating Expenses	Budget Reference	(5800) Services & Other Operating Expenses	Budget Reference	(5800) Services & Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2018-19 ☐ 2019-20 ☐ 2020-21

Estimated Supplemental and Concentration Grant Funds:	179,554	Percentage to Increase or Improve Services:	9.73%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

The school will provide professional development for teachers on teaching strategies that are specifically designed to reach EL students, such as SDAIE strategies. The school will also continue to utilize the PD structure of focal student inquiry work as a way of gaining insight into how the school's EL students are experiencing school—both academically as well as social-emotionally. The reading/ELD specialist will continue to work with small groups of the school's EL students with the most limited English language skills. The support provided by the specialist is intensive and will take place in a small group setting three to four times per week. Furthermore, the school will use the data from the Panorama survey of families to make specific and targeted outreach to the families of its unduplicated students, with the goal of increasing engagement from those families.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with

teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as

applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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