

FINAL

LCAP Year 2017–18 2018–19 2019–20

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](#): 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

Natomas Unified School District

Contact Name
and Title

Leslie Sargent, Principal

Email and
Phone

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(916) 567-5560

2017-20 Plan Summary

THE STORY

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

Leroy Greene Academy is a 6th through 12th grade school that has an enrollment of 715 students. Over the last three years, enrollment has steadily grown as we graduated our first senior class in May of 2017. LGA prides itself on its diversity and we have met our stated charter goal of serving a culturally diverse student body. Approximately 10% of Leroy Greene Academy students are English learners, with 67 students speaking 8 different languages. More than half of all LGA students receive Free and Reduced Lunch. Leroy Greene serves 14 homeless families, 98 students in special education; we provide mental health services to nearly 4% of the students, and 0 students live in foster care. Just over 53% of Leroy Greene's students fall into one or more of the three "high needs" categories – low-income, English learners or foster students – criteria identified as a priority in the state's new funding law.

Leroy Greene Academy prides itself on its vision, goals and core beliefs. Regardless of the demographic makeup of our school, we believe that all students will graduate as college and career ready, productive and engaged global citizens. We accomplish this through our goals, and our commitment to the belief that our diversity is our strength, all students can learn and disproportionality and disparity must be eliminated. Our school represents our Vision through action, with LCAP goals that align and help to make our goals and core beliefs a reality.

Over the last five years we have grown our Business Entrepreneurship and Visual Arts and Technology Pathways and added 12 AP courses and 9th grade college and career course. We have launched middle and high school athletics, music programs, and social-emotional and academic continuum of supports. Leroy Greene Academy is committed to ensure that all students graduate college and career ready.

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LCAP HIGHLIGHTS

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

LGA's 2017-2018 LCAP features a continuation of work to support students, staff and families in a variety of different ways. LGA will continue to support numerous actions to ensure students are successful in ELA, math, science, literacy, and civics. There will be intentional focus on our unduplicated students with academic and social emotional supports through our Multi-Tiered System of Supports.

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

Leroy Greene Academy continues to make progress in connecting students to school and preparing them for college. 100% of LGA's seniors graduated in the 2016-2017 school year and 100% of those seniors also fulfilled the A-G requirements, meaning all seniors were eligible to enroll in a University of California or California State University. Not only are LGA students graduating, but also very few drop out. Our dropout rate in 2015-2016 was 0.4%. This state data reflects the diligent work of Leroy Greene Academy teachers, counselors, classified staff and leaders who are pushing each day to ensure that all LGA students graduate college and career ready.

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

The California dashboard shows Suspension Rate in the red category with a status of 13% during 2015-2016 school year. LGA has begun to implement a system of recognition and reinforcement of positive behaviors in an effort to address this need. Based on internal preliminary tracking, LGA's suspension rate has decreased in 2016-2017 to 10%.

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?

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PERFORMANCE GAPS

The California dashboard shows a red indicator for math assessment for students with disabilities for the 2014-2015 school year. Fifty students performed in the very low category and maintained. They performed 147.1 points below level 3. LGA will provide co-teaching training to staff in addition to coaching in order to address. We will also utilize NUSD district TOSA's to implement professional development and coaching regarding supporting student achievement in mat, and specifically for students with disabilities.

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.

There will be intentional focus on our unduplicated students with academic and social emotional supports through LGA's Multi-tiered System of Supports by our school's building team and leadership team.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$6,571,329

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$567,199

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.

General fund expenditures not included in the LCAP support an aligned instructional system. Instructional programs not in the LCAP include individualized supports and interventions, gifted and talented education, special education, visual and performing arts, instrumental music program, instructional technology with teacher training, Advanced Placement courses, PSAT testing for all 10th graders, World Language program, English as a Second Language, and college field trips.

Expenditures to support the health, safety, and social and emotional needs of our students include a full time psychologist, T-Dap vaccinations, rapid response program to support students in crisis, Response to Intervention actions for social emotional supports, School Assistance Review Team, Student Attendance Review Board, small group interventions for students, written notification to parents through phone and email for students with excessive absences, and a school resource officer.

Parent committees and outreach efforts not included in the LCAP are Parent University, Superintendents Parent Advisory Committee, Special Education Community Advisory Committee, parent workshops about UC/CSU A-G requirements, and the GATE program.

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\$6,712,124

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

Increase student success in ELA, math, science and literacy

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and Math</p>	<p>(2014-2015 CAASP) ELA 26% of students are meeting or exceeding standards Math 11% of students are meeting or exceeding standards</p> <p>(2015-2016 CAASP) ELA 41% of students are meeting or exceeding standards, 16% increase Math 23% of students are meeting or exceeding standards, 12% increase</p>
<p>Increase students passing AP exams</p>	<p>In 2015-2016 16 AP tests were taken and 3 were passed. In 2016-2017 129 AP tests were taken. Results will be received in July 2017.</p>
<p>Increase outcomes for English Learner students as measured by the English proficiency rates and/or redesignation rates</p>	<p>22 students were redesignated in 2015-2016 29 students were redesignated in 2016-2017</p>
<p>100% of students will have standards aligned curriculum as aligned with the Williams Act process</p>	<p>100% of students have standards aligned curriculum</p>

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Classroom walk-throughs will be conducted to monitor implementation of Common Core State Standards

Walkthroughs were conducted in 100% of classrooms

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing

ACTUAL
Maintained 2.0 FTE College and Career Counselor

Expenditures

BUDGETED
\$90,000

ESTIMATED ACTUAL
\$97,233

Action

2

Actions/Services

PLANNED
Students who have failed courses needed for graduation are required to attend summer school in 2016

ACTUAL
79 students completed summer school with passing grades.

Expenditures

BUDGETED
No additional cost

ESTIMATED ACTUAL
No additional cost

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Action

3

Actions/Services

PLANNED
 Students will use Get Focused Stay Focused (GFSF) curriculum in 9th grade College and Career Course. 10-12th graders will use GFSF in their advisory class

ACTUAL
 100% of 9th graders completed the College and Career course that used the Get Focused Stay Focused curriculum. 10-12th grade advisory classes used portions of GFSF in their advisory class

Expenditures

BUDGETED
 No additional cost

ESTIMATED ACTUAL
 No additional cost

Action

4

Actions/Services

PLANNED
 All teachers have necessary technology. 650 Chromebooks were purchased in the spring of 2016 to provide each academic subject area teacher with a set of 32 Chromebooks to be used during class

ACTUAL
 72 additional Chromebooks were purchased in 2016-2017 to complete classroom sets

Expenditures

BUDGETED
 \$20,000

ESTIMATED ACTUAL
 \$18,881.02

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Action

5

Actions/Services

PLANNED
Adobe software will be renewed along with Incubator curriculum and license. Additional Business and ELA curriculum will be purchased.

ACTUAL
Adobe software was renewed and Incubator curriculum was purchased. Additional Business and ELA curriculum was purchased.

Expenditures

BUDGETED
\$25,000

ESTIMATED ACTUAL
\$25,000

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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.

LGA continued the implementation of actions and services to support achievement through the implementation of the common core. The additional College and Career Counselor helped ensure A-G completion, graduation and 4 year planning. Students needing to retake courses were enrolled in summer school. Get Focused Stay Focused was utilized for all 9th graders to build awareness of college and careers as well as supported students creation of 10 year plans. All teachers had the necessary technology needed to support CCSS implementation. Adobe software, business curriculum, and ELA curriculum was purchased and used. English Learner students will continue to be supported by LGA's lead EL teacher and NUSD's Teacher on Special Assignment team who supported re-designation, access/placement, and professional development. Students continued to be supported through a Multi-Tiered System of Supports (MTSS) with specific supports for student academic achievement, with a specific focus on English Learners, African American and Hispanic students through site based collaborative teams, LGA's Building Leadership Team and NUSD's District Leadership Team. The teams monitored achievement of English Learners, African American and Hispanic students. These teams also monitored core instruction and planed for student enrichment and supports. Student chromebooks continued to support instruction and student learning.

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

The metrics reflected in Goal 1 showed growth in the percentage of students who are meeting or exceeding standards as measured by the CAASPP by 16% in ELA and 12% in Math. All students had standards aligned curriculum. All classrooms had classroom walkthroughs to monitor the implementation of Common Core State Standards. Teacher received professional development on Common Core State Standards to support ELA/ELD, Math and NGSS instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: An additional \$7,233 was needed due to an increase do to a negotiated salary/benifit increase that was not taken into account when this action was planned. Action 4: Less funds were needed for Chromebook purchases

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.

NWEA assessments will not be able to be used for monitoring after 2017 as NWEA will not continue in the 2017-2018 school year based on feedback from staff, instead work will be done to develop internal assessments to better align to our Curriculum Alignment Guides. Add civics to goal 1 (Goal 1). Action 4 modified to include refreshing old Chromebooks (Action 4). Action 5 modified to include the purchase of licenses, software and curriculum to support student learning

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Goal 2

Prepare students to be college and career ready

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Establish a baseline % of students who earn at least 11 UC/CSU a-g credits or enroll in a program to earn a career certificate or similar designation/career pathway

100% of LGA's 83 11th graders in 2016-2017 earned at least 11 UC/CSU a-g credits

Create a baseline of 12th graders who graduate w/ UC/CSU a-g completion

100% of LGA's 30 12th graders in 2016-2017 graduated with UC/CSU a-g completion

Create a baseline of seniors who have taken at least 1 AP Class and Exam and/or are dually enrolled in a community college course

90% of LGA's seniors took at least 1 AP class and exam in 2016-2017

Maintain student access to the ACT with a target of 100% or more Juniors participating

99% of LGA's juniors took the ACT in 2016-2017

Establish baseline percent of 11th graders college ready in ELA and math and percent of 12th graders who clear conditional readiness with approved course

14.6% of 11th graders college ready in ELA (ACT only) in 2016-2017
 15.8 % of 11th graders college ready in math (ACT only) in 2016-2017

Percent of 12th graders in 2016-2017 who cleared conditional readiness with approved course:

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	<p>ELA-19-63%</p> <p>Math-20-66%</p>
Implement the State Seal of Biliteracy process that tracks the number of students earning the California State Seal of Biliteracy	3 seniors earned the State Seal of Biliteracy in 2016-2017
Create a baseline for the high school graduation rate	100% of high school seniors graduated in 2016-2017
Maintain a high school drop out rate of under 9.0% a year	0.4% drop out rate in 2015-2016
Maintain a middle school drop out rate of less than 6 students per grade level (7th and 8th grade)	0.27% drop out rate in 2015-2016

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED</p> <p>All teachers conduct office hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards</p>	<p>ACTUAL</p> <p>100% of teachers conducted office hours twice a week to support students to ensure mastery of concepts that are aligned with content standards</p>
Expenditures		<p>BUDGETED</p> <p>No Additional Cost</p>	<p>ESTIMATED ACTUAL</p> <p>No Additional Cost</p>

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Action

2

Actions/Services

PLANNED
100% of LGA teachers have proper credentials

ACTUAL
100% of LGA teachers have proper credentials

Expenditures

BUDGETED
No Additional Cost

ESTIMATED ACTUAL
No Additional Cost

Action

3

Actions/Services

PLANNED
LGA maintained a Director of Student Affairs for the 2015-2016 school year. Staff has received training regarding student support programs during staff meetings and PD days. Planning has begun to develop a multi-tiered system of supports for LGA students that include supporting student social-emotional needs.

ACTUAL
Director position maintained. Multi-tiered system of support implementation commenced.

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Expenditures

BUDGETED

\$100,000

ESTIMATED ACTUAL

\$120,365

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.

Office hours were conducted by LGA's teachers weekly. All teachers were properly credentialed. LGA maintained a Director of Student Affairs for the 2015-2016 school year. Staff has received training regarding student support programs during staff meetings and PD days. Planning has begun to develop a multi-tiered system of supports for LGA students with the guidance of the LGA Building Leadership team comprised of a cross section of staff members for LGA students that include supporting student social-emotional needs.

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

8 of 9 AMO's were met in 2016-2017. AMO 4 was missed by 1%. 99% of 11th graders took the ACT in 2016-2017. 1 student opted out which comprised the 1% shortcoming.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: An additional \$20,365 was needed due to an increase do to a negotiated salary/benefit increase that was not taken into account when this action was planned

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.

Director or Student Affairs action language will be clarified in regards to MTSS (Action 3). Add new action in goal 2 to pay for AP exams (New Action 3 in Goal 2). Add new action to pay for 1 college application fee for each high school senior in need (New Action 4 in Goal 2)

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Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Establish a baseline parent survey completion percent (local)

8% baseline parent survey completion

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Create and launch parent survey

ACTUAL

Parent survey was launched. 57 parents responded which is an 8% response rate

Expenditures

BUDGETED

No additional cost

ESTIMATED ACTUAL

No additional cost

FINAL

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.	Parent survey was launched and publicized to all LGA parents via Infinite Campus Messenger, twitter, PTA meetings, weekly email newsletter, and flyer distribution.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The survey garnered valuable feedback, for example parents responded that many of our current programs for students need to continue, safety should remain a priority, access to technology should continue and increase to support learning, and civics should be added to our academic focus.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Edit language on Action 1 to delete create and say same survey will be used (Action 1)

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Goal 4

Create safe and welcoming learning environments where students attend and are connected to their schools

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Maintain student attendance above the 95% average.	Internal preliminary data indicates 97.1% attendance rate in 2016-2017
Decrease chronic absenteeism rate between 0.1 to 0.3%	Internal preliminary data indicates 3.7% chronic absenteeism rate in 2016-2016
Decrease pupil suspension rates between 0.1 to 0.5%	10% suspension rate, down from 15% in 2015-2016
Maintain or increase the percent of students involved in music and athletics including a subgroup analysis	44% of LGA students participated in Music in 2016-2017, an increase of 2% from 2015-2016 43% of LGA students participated in Sports in 2016-2017, an increase of 4% from 2015-2016.
Establish baseline perceptions of school safety and connectedness via the senior survey, and student voices (social emotional and climate and culture survey)	Senior: 90% of students responded to survey 81% responded agree or strongly agree that "I feel safe at my school" Social Emotional and Climate and Culture:

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82% of students responded to survey
 63% responded agree or strongly agree that "I feel safe at my school"
 48% responded agree or strongly agree that "I feel like I am a part of this school"

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
 Continue to maintain the Director of Student Affairs positions to support the implementation of the multi-tiered system of supports at LGA. This person's role will include supporting the implementation team to finalize the plans for LGA's MTSS and to support and help lead the roll out the tiered support system

ACTUAL
 Director position maintained and supported multi-tiered system of supports

Expenditures

BUDGETED
 \$100,000

ESTIMATED ACTUAL
 \$120,365

Action

2

Actions/Services

PLANNED
 Continue to grow the middle and high school athletic programs and pay for coaching and athletic director stipends

ACTUAL
 In 16/17 44% of LGA's population participated in Music. 43% participated in athletics.

Expenditures

BUDGETED
 \$54,000

ESTIMATED ACTUAL
 \$79,500

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Action

3

Actions/Services

PLANNED
All classes met in appropriate learning facilities and facilities remained in good repair

ACTUAL
All classes met in appropriate learning facilities and facilities remained in good repair

Expenditures

BUDGETED
\$232,199

ESTIMATED ACTUAL
\$399,472

Action

4

Actions/Services

PLANNED
Parents have been referred to Natomas Unified's Parent University resources for information, resources, workshops and etc. A number of math nights were held to familiarize parents with our shift to an integrated model of high school math and to review math textbook adoption

ACTUAL
Parent University held workshops and were a resource for information for parents

Expenditures

BUDGETED
No additional cost

ESTIMATED ACTUAL
No additional cost

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Action 5

Actions/Services

PLANNED
All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in info@leroygreene.com as well as our student information system Infinite Campus

ACTUAL
100% of LGA's teachers conducted advisory and contacted parents

Expenditures

BUDGETED
No additional cost

ESTIMATED ACTUAL
No additional cost

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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.

Director position continued (Action 1). Music and Athletics were provided to all students in grades 6-12 (Action 2). All classes met in appropriate learning facilities and facilities remained in good repair (Action 3). Parent University held workshops and provided information (Action 4). 100% of LGA's teachers conducted advisory and contacted parents (Action 5)

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

Director position supported the implementation of LGA's multi-tiered system of supports and the actions of the Building Leadership Team (Action 1). In 2016-2017 nearly half of LGA's students participated in athletics and nearly half participated in Music. All classes met in appropriate learning facilities and facilities remained in good repair which supported student learning (Action 3). Parent University held workshops and were a resource for information for parents (Action 4). 100% of LGA's teachers conducted advisory and contacted parents (Action 5)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of athletics was \$25,500 more than budgeted due to adding 2 additional sports and additional athletes as well as a negotiated increase to coaching and athletic director stipends (Action 2). The cost of facility maintenance and repair was \$167,273 more than budgeted due to the renovation of 4 science classrooms and the former Library into the Center for Innovation as well as the addition of more than 100 students to the campus (Action 3).

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.

Additional funds will be allocated to cover the cost of increasing the number of students who participate in athletics and music (Action 2). Increase financial allocation for appropriate learning facilities and to ensure that facilities are in good repair (Action/Service 3). Reword AMO 5 to Survey students regarding perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture survey (AMO 5). Increase the percentage of students who respond agree or strongly agree that "I feel like I am a part of this school" from 48% to 52% (AMO)

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?

Throughout the school year LGA stakeholders have been consulted with regarding the 2016-2017 and 2017-2018. In January 2017 a large effort was put into place to engage with stakeholders face-to-face through PTA, ELAC, DELAC, regional meetings, and even a Special NUSD Board meeting. Messaging was sent out to staff, parents, students, and the community that these meetings and online surveys were opportunities for stakeholders to provide feedback for both The Next 5 and the Local Control Accountability Plan. The LCAP and the Natomas Unified School District's The Next 5 strategic planning was synonymous and Leroy Greene Academy partnered in these efforts. In addition to the 39 meetings held at each of our school sites that engaged over 470 stakeholders, six online surveys were sent out to stakeholders to gather information on what is working well, what is not working well, and what needs to be focused on over the next five years in Natomas and at Leroy Greene, and six nights of phone banking to allow for over 2,400 surveys to be completed. Student focus groups were held throughout the district to engage 160 students. Below is a list of engagement efforts throughout the year where stakeholders shared input about one or more of the actions and services included in the 2016-2017 LCAP as well as future actions and services for student success. Meetings were held with parents, pupils, school site council members, site leaders, District English Learner Advisory Committee members, local bargaining unit members, district staff, and Foster Youth advocates. NUSD discussed district data, both qualitative and quantitative, and met with stakeholders on this data throughout the school year. Ongoing social media engagement with stakeholders:

- July 27-28: Leadership Institute
- August 3: NUSD Board Meeting
- August 8: Start of Schools Site Meetings (all sites)
- August 12: NUSD Board Meeting
- August 15: Principal Meeting
- August 22: Principal Meeting
- August 24: NUSD Board Meeting
- August 26: LGA Executive Council Meeting
- September 9: District Team Meeting
- September 14: NUSD Board Meeting
- September 12: Principal Meeting

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September 20: District English Language Advisory Committee September 19: Principal Meeting
September 26: Principal Meeting
September 28: NUSD Board Meeting
October 10: Principal Meeting
October 17: Principal Meeting
October 19: NUSD Board Meeting
October 24: Principal Meeting
October 26: District English Language Advisory Committee November 16: Board Meeting
October 28: LGA Executive Council Meeting
November 15: District English Language Advisory Committee November 17: District Team Meeting
November 28: Principal Meeting
December 5: Principal Meeting
December 14: NUSD Board Meeting
December 15: District English Language Advisory Committee
December 20: Principal Meeting
January 11: NUSD Board Meeting
January 13: LCAP Secretaries Meeting
January 17: Principal Meeting
January 18: LCAP Superintendents Parent Advisory Committee
January 18: LCAP California School Employee Association (CSEA) Meeting January 18: LCAP Regional Meeting (Inderkum)
January 19: LCAP Teacher Induction
January 23: Principal Meeting
January 24: District English Language Advisory Committee
January 30: Principal Meeting
February 6: Principal Meeting
February 8: LCAP PTA (Leroy Greene Academy)
February 9: NUSD Board Meeting
February 14: LCAP PTA (Two Rivers)
February 15: LCAP Phone Bank
February 16: LCAP Phone Bank
February 22: LCAP Phone Bank
February 23: LCAP Phone Bank
February 24: LGA Executive Council Meeting
February 27: Principal Meeting
February 28: District English Language Advisory Committee
March 6: Principal Meeting

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March 8: NUSD Board Meeting
March 13: Principal Meeting
March 14: CAC Meeting
March 22: NUSD Board Meeting
March 31: District English Language Advisory Committee
April 5: NUSD Board Meeting
April 18: Principal Meeting
April 18: CAC Meeting
April 24: Principal Meeting
April 26: NUSD Board Meeting
April 28: LGA Executive Council Meeting
May 1: Principal Meeting
May 8: Principal Meeting
May 10: NUSD Board Meeting
May 15: Principal Meeting
May 15: LCAP Parent Advisory Meeting
May 15: LCAP DELAC Meeting
June 9: LGA LCAP Public Hearing
June 16: LGA LCAP Approval

On June 9, 2017, a presentation was shared with the LGA Executive Council on the status of all of the LCAP actions and services as well as the metrics in the 2016-2017 LCAP.

Annual Update:

For each action and service, the LGA principal presented the current status, sharing actions that had been successfully completed or were on track to be completed as well as actions and services that were not completed or would not be completed. Additionally, all available data were presented. Following that Executive Council meeting the presentation was posted on the district website on June 9th.

The LCAP surveys were communicated to all staff through district emails, to all families through our Blackboard Connect system, as well as inviting stakeholders to participate by posting it on our district website, Facebook, and App. Invitations to participate in the survey were sent out when the survey was launched and throughout the following weeks to encourage participation. After reviewing initial feedback from the comprehensive LCAP survey, five additional “deeper dive” surveys were created and distributed to gather more feedback on technology, operations, curriculum, bullying, and professional development.

Student focus groups were held. In each focus group students of poverty, English Learners, and Foster Youth were oversampled to

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purposefully get higher rates of participation for the LCFF unduplicated students. After initial survey results were analyzed, staff determined that fewer parents of Hispanic students and African American students had participated than would be representative of the district enrollment. A phone bank was set up in which NUSD staff made more than 400 phone calls to members of those households. Survey participants were asked questions that pertain to five key areas: vision, goals, and core beliefs; culture, climate, engagement, and communication; operations; instruction, assessment, and student learning; and curriculum and pathways. Stakeholders were given the opportunity to provide free input throughout the survey for any information that NUSD may not be aware of. In total Natomas Unified received over 200,000 feedback points as part of this engagement process.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Through our surveys, focus groups, meetings with staff, and meetings with Bargaining Units leaders we learned that many of our current programs for students and schools need to continue. We learned from our stakeholders focused on safety and bullying, the need for increased technology, preferred delivery of professional development for staff, the need and use of assessments, and the cleanliness of NUSD sites. With the provided feedback 28 strategic directions were developed to help lead important work in NUSD and at LGA over the next five years. These strategic directions align to NUSD and LGA goals and will allow for more intentional LCAP metrics and actions. In addition to the creation of the strategic directions, based on stakeholder feedback LGA staff and the Executive Council decided to change Goal 1 to include civics. The 28 strategic directions are provided below according to goal:

Goal 1: Increase student success in ELA, math, science, literacy, and civics.

- 1.1 Continue implementing California content standards with improved rigor and aligned resources
- 1.2 Examine possibilities to further expand art, world languages and civics in schools
- 1.3 Support principals' and teachers' growth and development in implementing California content standards
- 1.4 Adjust WIN time to better meet the student intervention and acceleration needs at elementary schools
- 1.5 Develop expectations and accountability to better meet the student intervention needs at the secondary schools
- 1.6 Continue to utilize multiple mediums to provide academic supports, collaboration time and professional development for teachers
- 1.7 Refine our system of assessments to include local, state, and national grade level and subject area benchmarks to inform teaching and learning
- 1.8 Focus on literacy development across grade levels and subject areas

Goal 2: Prepare students to be college and career ready

- 2.1 Beginning in elementary school, continue to develop college and career access and readiness for all students
- 2.2 Beginning in elementary school all staff continue to promote a culture for students, staff and parents/guardians about what college

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and career access and readiness means

- 2.3 Focus on developing and promoting opportunities for students to participate in civic engagement, and demonstrate the skills that are necessary to be productive, responsible citizens
- 2.4 Continue to promote and refine the pathways and programs at secondary schools and support elementary and K-8 schools to develop college and career focused programs
- 2.5 Continue providing 21st century classroom technology and support the infrastructure for expansion to prepare students for college and career success

Goal 3: Engage parents and families to support student success in schools

- 3.1 NUSD schools will expand and improve promotion of what is unique and successful about their school
- 3.2 Continue using multiple mediums to communicate to parents and families regarding Natomas Unified's progress with connections to the district's vision, goals and core beliefs as often as possible
- 3.3 Improve and expand opportunities to engage and involve parents/guardians in their children's education to increase college and career readiness

Goal 4: Create safe and welcoming learning environments where students attend and are connected to their schools

- 4.1 Refine the continuum of services and actions that will to increase the consistency of school-wide student behavior expectations and outcomes
- 4.2 Support schools as each continues to develop inclusive, engaging, safe and supportive school culture and climate
- 4.3 Promote and refine the award-winning social emotional support program for our students
- 4.4 Improve maintenance and cleaning of facilities through standard operating procedures and efficiencies
- 4.5 Increase the timely repair of district facilities, equipment, and internet access to support the learning environment

Goal 5: Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

- 5.1 Expand support and training to all staff to increase performance outcomes in each area of service
- 5.2 Expand site ownership and empowerment to make innovative, responsible and ethical decisions for student success
- 5.3 All staff will be take responsibility for improving communication and collaboration amongst staff upwards, downwards and across the district to better meet the district's vision, goals and core beliefs
- 5.4 Expand opportunities to staff that invite and encourage them to grow and continuously improve
- 5.5 Expand opportunities to recognize staff for their contributions, successes and commitment to Natomas Unified's students
- 5.6 Expand recruiting and 'onboarding' processes for a diverse and exemplary staff to provide ongoing support and encourage retention in NUSD
- 5.7 All staff take responsibility for recruiting diverse talent and onboarding new hires for their success in NUSD

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.

New Modified Unchanged

Goal 1

Increase student success in ELA, math, science, literacy and civics

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Continue to implement CCSS by providing appropriate textbooks and technology for student and staff

Improve implementation of ELD standards

Increase ELA and math proficiency

- Increase African American proficiency in Math and ELA
- Increase English Learner proficiency in Math and ELA

Increase AP results

Improve outcomes for English Learner students, such as English proficiency rates and/or redesignation rates

Improve school level academic interventions and acceleration for our students

- Improve school level academic interventions and acceleration for African American students
- Improve school level academic interventions and acceleration for English Learner students

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and math	(2015-2016 CAASP) ELA 41% Math 23%	Increase by 1% over 2016-2017 in ELA Increase by 1% over 2016-2017 in math	Increase by 1% over 2017-2018 in ELA Increase by 1% over 2017-2018 in math	Increase by 1% over 2018-2019 in ELA Increase by 1% over 2018-2019 in math
Increase number of students taking and passing AP exams	(2015-2016) 19 students took an AP class 16 AP exams taken 3 passed AP test 5% pass rate (2016-2017) 130 students took an AP class 129 AP exams were taken Pass rates for 2016-2017 will be available in July 2017	Maintain or increase or maintain number of students taking AP exams. Increase pass rate by 10%	Maintain or increase the number of students taking AP exams. Increase pass rate by 10%	Maintain or increase the number of students taking AP exams. Increase pass rate by 10%
100% of students will have standards aligned curriculum as aligned with the Williams process	100%	100%	100%	100%
Classroom walkthroughs will be conducted to monitor implementation of CCSS	100%	100%	100%	100%
Increase outcomes for English Learner students as measured by the English proficiency	(2016-2017) 29 students were redesignated (2015-2016) 22 students were redesignated	Redesignate at least 20 students	Redesignate at least 20 students	Redesignate at least 20 students

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rates and/or redesignation rates				
Improve implementation of ELD standards - Increase outcomes for English Learner students as measured by the English Learner Progress Dashboard indicator	79.6% 2014-2015 data as reported on the Spring 2017 DashBoard as English Learner Progress	79.8%	80%	80.1%
Increase number of student devices by 120 to ensure there is a Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business classes	100%	100%	100%	100%

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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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __9-12_____

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

2017-18	2018-19	2019-20
<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
Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing	Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing	Maintain a 2.0 FTE College and Career Counselor to support student A-G completion, high school graduation and 4 year planning in addition to supporting students social-emotional wellbeing

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$97,178	Amount \$97178	Amount \$97,178
Source LCFF (0000)	Source LCFF (0000)	Source LCFF (0000)

FINAL

Budget Reference 1000s and 3000s

Budget Reference 1000s and 3000s

Budget Reference 1000s and 3000s

Action **2**

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: 9-12 _____

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

2017-18	2018-19	2019-20
<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
Students who have failed courses needed for graduation are required to attend summer school in 2016	Students who have failed courses needed for graduation are required to attend summer school in 2016	Students who have failed courses needed for graduation are required to attend summer school in 2016

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$42,000	Amount \$50,000	Amount \$50,000
Source LCFF (0000)	Source LCFF (0000)	Source LCFF (0000)
Budget Reference 1100s, 3000s	Budget Reference 1100s	Budget Reference 1100s

FINAL

FINAL

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

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

2017-18	2018-19	2019-20
<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
Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9 th graders, abbreviated and follow up modules in 10-12 th grade advisory. Provide training for teachers and counselors	Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9 th graders, abbreviated and follow up modules in 10-12 th grade advisory. Provide training for teachers and counselors	Use Get Focused Stay Focused curriculum in College Career Course for 100% of 9 th graders, abbreviated and follow up modules in 10-12 th grade advisory. Provide training for teachers and counselors

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$15,000	Amount: \$15,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: (0000) Object Code: 4000s, 5000s	Budget Reference: (0000) Object Code: 4000s, 5000s	Budget Reference: (0000) Object Code: 4000s, 5000s

FINAL

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 **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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __6-12_____

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

2017-18	2018-19	2019-20
<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
One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.	One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.	One Chromebook cart in every core content course classroom and a set of PC laptops in CFI for use in business. Refresh devices as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000	Amount: \$45,000	Amount: \$45,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: (0000) Object Code: 4000s	Budget Reference: (0000) Object Code: 4000s	Budget Reference: (0000) Object Code: 4000s

FINAL

FINAL

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

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
2017-18		
<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
Renew licenses, software and purchase curriculum to support student learning	Renew licenses, software and purchase curriculum to support student learning	Renew licenses, software and purchase curriculum to support student learning

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	\$55,000	Amount \$55,000
Source	LCFF (0000)	Source LCFF (0000)
Budget Reference	Resource Codes: 5000s	Budget Reference Resource Codes: 5000s

FINAL

New

Modified

Unchanged

Goal 2

Prepare students to be college and career ready

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL X

Identified Need

In order to better prepare students to be college and career ready, there is a need to:
Increase college access and college awareness
Increase the UC/CSU a-g for Hispanic students
Increase the UC/CSU a-g for African American students

Maintain and improve the middle/high school one year dropout rate and establish the high school graduation cohort rate

Continue to provide students with access to Advanced Placement (AP)

Provide and monitor enrollment for college/career pathways and career sequences/classes

Continue to provide students the opportunity to earn the CA State Seal of Biliteracy •
Increase percentage of students who are college ready

EXPECTED ANNUAL MEASURABLE OUTCOMES

FINAL

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establish a baseline % of 11th graders who earn at least 11 UC/CSU a-g credits	100% of LGA's 83 11th graders in 2016-2017 earned at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits	100% of LGA's 11th graders will earn at least 11 UC/CSU a-g credits
Create a baseline of 12th graders who graduate w/ UC/CSU a-g completion 15	100% of LGA's 30 seniors in 2016-2017 graduated with UC/CSU a-g completion	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)	95% of 12th graders will graduate w/ UC/CSU a-g completion (15 a-g)
Implement the State Seal of Biliteracy process that tracks the number of students earning the California State Seal of Biliteracy	3 seniors earned the State Seal of Biliteracy in 2016-2017	Increase the number of seniors earning the State Seal of Biliteracy to 10	Increase the number of seniors earning the State Seal of Biliteracy to 10	Increase the number of seniors earning the State Seal of Biliteracy to 10
Maintain a 100% graduation rate	100% of LGA's seniors graduated with their class in 2017	100% of LGA's seniors will graduate with their class in 2018	100% of LGA's seniors will graduate with their class in 2019	100% of LGA's seniors will graduate with their class in 2020
Maintain student access to the ACT with a target of 98% of Juniors participating	99% of LGA's juniors took the ACT in 2016-2017	98% of LGA's juniors will take the ACT in 2017-2018	98% of LGA's juniors will take the ACT in 2018-2019	98% of LGA's juniors will take the ACT in 2019-2020
Maintain a high school drop out rate of under .05% a year	2015-2016 Drop out rate is .4%	Maintain a high school drop out rate of under .04% a year	Maintain a high school drop out rate of under .04% a year	Maintain a high school drop out rate of under .04% a year
Ensure that 100% of LGA seniors who plan to attend college apply to CSUS	93% of LGA seniors in 2016-2017 applied to CSUS	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need	Ensure that 100% of LGA seniors who plan to attend college apply to CSUS with LGA paying the application fee for students in need

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<p>Establish baseline percent of 11th graders college ready in ELA and math, percent of 12th graders who clear conditional readiness with approved course</p>	<p>14.6% of 11th graders college ready in ELA (ACT only) in 2016-2017</p> <p>15.8 % of 11th graders college ready in math (ACT only) in 2016-2017</p> <p>Percent of 12th graders in 2016-2017 who cleared conditional readiness with approved course: ELA-19-63% Math-20-66%</p>	<p>15.6 % of 11th graders college ready in ELA</p> <p>16.8% of 11th graders college ready in math</p> <p>Percent of 12th graders who will clear conditional readiness with approved course: ELA-58% Math-61%</p>	<p>16.6% of 11th graders college ready in ELA</p> <p>17.8 % of 11th graders college ready in math</p> <p>Percent of 12th graders who will clear conditional readiness with approved course: ELA-56% Math-59%</p>	<p>17.6% of 11th graders college ready in ELA</p> <p>18.8 % of 11th graders college ready in math</p> <p>Percent of 12th graders who will clear conditional readiness with approved course: ELA-55% Math-57%</p>
<p>Provide software for pathways courses</p>	<p>Renew Incubator business curriculum</p> <p>Renew Canvas for use in business classes</p>	<p>Renew Incubator business curriculum</p> <p>Renew Canvas for use in business classes</p>	<p>Renew Incubator business curriculum</p> <p>Renew Canvas for use in business classes</p>	<p>Renew Incubator business curriculum</p> <p>Renew Canvas for use in business classes</p>
<p>Purchase textbooks and curriculum for use in pathway and AP courses</p>	<p>Business curriculum in place for 7th, 11th and 12th grade courses</p> <p>Currently have AP English Literature, English Composition, Environmental Science and Spanish Language textbooks</p>	<p>Develop and purchase business curriculum for 8th grade course</p> <p>Purchase AP Biology, US History, Human Geography, Government and Photography textbooks</p>	<p>Develop and purchase business curriculum for 6th and 10th grade</p> <p>Purchase textbooks to new AP courses to LGA</p>	<p>Purchase textbooks to new AP courses to LGA</p>

FINAL

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: 6-12

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

2017-18	2018-19	2019-20
<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
All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards	All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards	All teachers will conduct officer hours for 1 hour twice a week to support students to ensure mastery of concepts that are aligned with content standards

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="Included in salary schedule"/>	Amount <input type="text" value="Included in salary schedule"/>	Amount <input type="text" value="Included in salary schedule"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

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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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __9-12_____

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
2017-18		
<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
98% of LGA teachers have proper credentials	98% of LGA teachers have proper credentials	98% of LGA teachers have proper credentials

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	No additional cost	No additional cost
Source		
Budget Reference		

FINAL

Action 3

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: __9-12_____

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
2017-18		
<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
Students who have failed courses needed for graduation are required to attend summer school in 2016	Students who have failed courses needed for graduation are required to attend summer school in 2016	Students who have failed courses needed for graduation are required to attend summer school in 2016

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	\$45,000	\$45,000
Source	LCFF (0000)	LCFF (0000)
Budget Reference	(0000) Object Code: 1100	(0000) Object Code: 1100

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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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __6-12_____

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
2017-18 <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18 Amount \$122,773 Source LCFF (0000) Budget Reference Resource Codes: 1000s	Amount \$122,773 Source LCFF (0000) Budget Reference Resource Codes: 1000s	Amount \$122,773 Source LCFF (0000) Budget Reference Resource Codes: 1000s

FINAL

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: __6-12_____

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
2017-18		
<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
Pay for AP exams for students	Pay for AP exams for students	Pay for AP exams for students

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	Amount	Amount
\$20,000	\$20,000	\$20,000
Source	Source	Source
LCFF (0000)	LCFF (0000)	LCFF (0000)
Budget Reference	Budget Reference	Budget Reference
Resource Codes: 5000s	Resource Codes: 5000s	Resource Codes: 5000s

FINAL

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: __9-12_____

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
2017-18		
<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
Pay for 1 college application fee for each high school senior in need	Pay for 1 college application fee for each high school senior in need	Pay for 1 college application fee for each high school senior in need

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount \$1,000	Amount \$1,000	Amount \$1,000
Source LCFF (0000)	Source LCFF (0000)	Source LCFF (0000)
Budget Reference Resource Codes: 5000s	Budget Reference Resource Codes: 5000s	Budget Reference Resource Codes: 5000s

FINAL

New Modified Unchanged

Goal 3

Engage parents and families to support student success in school

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Implement a parent survey – with specific focus on parent feedback and whether they feel their input is welcome

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the parent survey completion percent (local)	57 parents responded which represents 8%	30%	35%	40%
Percent of parents who responded school staff welcomed my suggestions with an agree or strongly agree	90%* *the sampling size was too small to be statistically significant	Re-establish a baseline in 17-18 because the participation was too low in 2016-2017	Increase 1% above 2017-2018 baseline	Increase 1%

FINAL

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __6-12_____

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

2017-18	2018-19	2019-20
<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
Administer parent survey	Administer parent survey	Administer parent survey

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No additional cost	Amount: No additional cost	Amount: No additional cost
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

FINAL

New Modified Unchanged

Goal 4

Create safe and welcoming learning environment where students attend and are connected

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Maintain charter-wide attendance rate and decrease chronic absentee rate
 Maintain expulsion rate
 Decrease charter-wide suspension rate
 Increase social emotional supports for student at the school level, with an emphasis on African American and Hispanic students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain student attendance at or above the 95% percent average	Student attendance in 2016-2017 was 97%	Maintain student attendance at or above the 97% average.	Maintain student attendance at or above the 97% average.	Maintain student attendance at or above the 97% average.
Decrease chronic absenteeism rate	Chronic absenteeism rate was 3.7% in 2016-2017	Decrease chronic absenteeism rate below 3.5%	Decrease chronic absenteeism rate below 3.5%	Decrease chronic absenteeism rate below 3.5%
Decrease pupil suspension rate	Pupil suspension rate was 10% in 2016-2017	Decrease pupil suspension rate below 8%	Decrease pupil suspension rate below 8%	Decrease pupil suspension rate below 8%

FINAL

<p>Maintain or increase the percent of students involved in music and athletics</p>	<p>In 2016-2017 44% of LGA's population participated in Music. 43% participated in athletics.</p>	<p>Increase the percent of students involved in music and athletics by 2%</p>	<p>Maintain the percent of students involved in music and athletics</p>	<p>Maintain the percent of students involved in music and athletics</p>
<p>Establish baseline perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture</p>	<p>Senior: 90% of students responded to survey 81% responded agree or strongly agree that "I feel safe at my school" Social Emotional and Climate and Culture: 82% of students responded to survey 63% responded agree or strongly agree that "I feel safe at my school" 48% responded agree or strongly agree that "I feel like I am a part of this school"</p>	<p>Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture</p>	<p>Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture</p>	<p>Maintain or increase the perceptions of school safety and connectedness via the senior survey, and social emotional and climate and culture</p>

FINAL

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: __6-12_____

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
2017-18		
<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
Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness	Maintain Director of Student Affairs to support the development of LGA's multi-tiered system of supports, student activities, and connectedness

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	\$102,000	\$104,000
Source	LCFF (0000)	LCFF (0000)
Budget Reference	Resource Codes: 1000s and 3000's	Resource Codes: 1000s and 3000s

FINAL

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: __6-12_____

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
2017-18		
<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
Continue to grow the middle and high school athletic and music programs and pay associated stipends	Continue to grow the middle and high school athletic and music programs and pay associated stipends	Continue to grow the middle and high school athletic and music programs and pay associated stipends

BUDGETED EXPENDITURES

	2018-19	2019-20
2017-18		
Amount	\$100,000	\$100,000
Source	LCFF (0000)	LCFF (0000)
Budget Reference	Resource Codes: 1000s, 3000s, 4000s	Resource Codes: 1000s, 3000s, 4000s

FINAL

FINAL

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 **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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __6-12_____

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

2017-18	2018-19	2019-20
<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
All classes meet in appropriate learning facilities and facilities remain in good repair	All classes meet in appropriate learning facilities and facilities remain in good repair	All classes meet in appropriate learning facilities and facilities remain in good repair

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$400,000	Amount: \$425,000	Amount: \$425,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Resource Codes: 5000s	Budget Reference: Resource Codes: 5000s	Budget Reference: Resource Codes: 5000s

FINAL

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 Specific Schools: _____ Specific Grade spans: __6-12_____

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

2017-18

New Modified Unchanged

Parent University will conduct workshops and will serve as a resource for information and support for parents

2018-19

New Modified Unchanged

Parent University will conduct workshops and will serve as a resource for information and support for parents

2019-20

New Modified Unchanged

Parent University will conduct workshops and will serve as a resource for information and support for parents

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

FINAL

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 type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: __6-12_____

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
<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
All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus	All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus	All LGA students attend advisory 4 days a week for 20 min. Advisory teachers contact home on a regular basis and are able to log contact in Infinite Campus

BUDGETED EXPENDITURES

	2018-19	2019-20
Amount	No additional cost	No additional cost
Source		
Budget Reference		

FINAL

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$0

Percentage to Increase or Improve
Services:

0%

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](#)).

N/A

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016-2017 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?