Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Discovery Charter School 1		
Contact Name and Title	Debby Perry, Director	Email and Phone	dperry@discoveryk8.org, (408) 243-9800

2017-20 Plan Summary

THE STORY

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

Discovery Charter School is in its eleventh year of operation and has been chartered through the Santa Clara County Office of Education. We have 551 kindergarten through eighth grade students and are based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement.
Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter Schools into a world class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success.

The Discovery Charter School staff, parents and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Our teachers and staff are committed to achieving the school's mission. Through strong family involvement, community learning, and developmentally based teaching, Discovery Charter Schools will support the whole child and develop lifelong learners prepared to meet the challenges of the future.

Discovery Charter school is located in the heart of Silicon Valley and is surrounded by technology and advances in science. Many of our parents are engineers, designers, researchers and work at high tech companies such as Intel, Apple, Tesla and Google.

Each year, 600 families apply for a spot at Discovery, and we hold a lottery to fill 82 spots. Our students come from diverse backgrounds with the breakdown of student enrollment below:

Race/Ethnicity	Percentage of Population
White	39.8%
Asian	36.2%
Hispanic	11.2%
American Indian/Alaskan	2.1%
African American	5.9%
Hawaiian/Pacific Islander	0.5%
Two or more races	4.3%

Approximately 5% of our students receive free or reduced meal services. 8% of our students are ELL (English Language Learners) and 15% of our students receive Special Education services. About 43% of our students meet the qualifying criteria for our gifted program, and some of these students are twice-exceptional students who also receive Special Education services.

LCAP HIGHLIGHTS

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

Working closely with all the stakeholders throughout our school, we have identified the following five goals for focus in the next three years to improve the outcomes of all students.

- Goal 1: Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.
- Goal 2: All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.
- Goal 3: Increase the number of students with disabilities who are fully included in the regular classrooms.
- Goal 4: Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.
- Goal 5: Increase support structure for parent education.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

- The increase in Barton tutoring and the number of students who learned to read
- Our CELDT reclassification percentage
- The creation of math benchmark assessments K-8
- Six Traits writing program training for all teachers
- Groundwork on "Capacity Model" or full inclusion program for special education

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

According to the California School Dashboard, the only orange indicator for Discovery Charter School was due to an increased number of suspensions. However, the increase was from 1 (in 2013-2014) to 4 (2014-2015) which still represents an extremely low suspension rate for a school of 570 students. Students with disabilities subgroup increased from 0 to 1, the English Learners subgroup increased from 0 to 1. The data was from 2014-2015. The current school year (2016-2017) there has been one suspension.

Instead of using the older California School Dashboard data, we prefer to identify our greatest needs based on the performance gaps data. See below for details.

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

PERFORMANCE GAPS

Based on the CAASP results and other performance measures (benchmark tests and formative assessments), the economically-disadvantaged students and students with disabilities were performing below the "all students" groups. Only 34% of our economically-disadvantaged students met or exceeded standards in ELA CAASP and only 38% met or exceeded standards in Math CAASP compared to 73% of students who are not economically disadvantaged in ELA and 75% in math. Students with disabilities are the other sub-group with the greatest performance gaps. Only 33% of students with disabilities met or exceeded standards in ELA CAASP and only 40% in math, compared to 76% of students without disabilities who met and exceeded standards in ELA and 76% in math.

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.

- Teach vocabulary with a particular emphasis on EL.
- Explore summer intervention and support to include socioeconomically-disadvantaged and EL students.
- Provide Barton tutoring for students who need reading intervention program
- Increase use of non-fiction materials.
- Provide books at wide range of reading levels
- Provide intervention program in math for students who need the extra support

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	$ 6,001,993
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 30,000

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.

Most of the school's funds are spent on personnel, followed by operating costs (i.e. rent) and supply costs that are not directly tied to a LCAP goal.

$ 4,179,412	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.
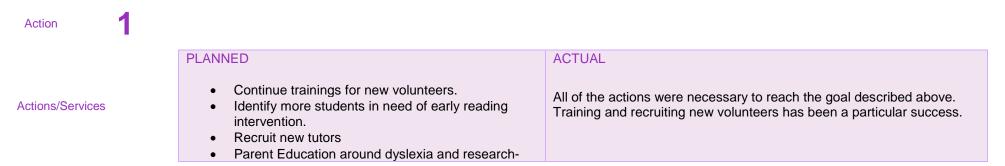
Goal 1	Increase family engagement in educational program, interventions, and parent education.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 76 ☐ ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Parents completed 1,100 hours of Barton tutoring as of May 1, 2016. By May 1, 2017 parents will complete 1,500 hours of Barton tutoring.	As of May 1, parents had completed 2,448 hours of Barton tutoring, representing a significant expansion of this program.

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

	PLANNED	**ACTUAL**
Actions/Services	• Continue trainings for new volunteers. • Identify more students in need of early reading intervention. • Recruit new tutors • Parent Education around dyslexia and research-	All of the actions were necessary to reach the goal described above. Training and recruiting new volunteers has been a particular success.

	proven intervention	
Expenditures	BUDGETED **$20,000**	ESTIMATED ACTUAL **$16, 165**

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.	Our Barton Coordinator recruits new tutors and conducts trainings whenever there are interested volunteers. The Coordinator monitors the tutors, provides feedback, coordinates the schedule of tutoring spaces, and works as a liaison between the tutors and teachers.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The program has been highly effective in meeting the needs of children with dyslexia or a difficulty in learning to read due to a lack of phonemic awareness.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

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Goal 2

Implement Common Core State Standards in math and achieve measurable student progress in math problem solving skills.

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 actions.	**ACTUAL**
100% of students will be assessed using formative math assessments at the beginning and end of the school year.	100% of students will be assessed using formative math assessments at the beginning and end of the school year.

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**

	PLANNED	ACTUAL
Actions/Services	- Each teacher in K-5 will give the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math. - Ongoing teacher training in TERC Investigations.	- Each teacher in K-5 gave the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math. - The second part of the teacher training in TERC Investigations took place in March 2016 and we decided not to continue with additional training from the publisher.
Expenditures	BUDGETED **0**	ESTIMATED ACTUAL **0**

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.	Teachers designed the math assessments by pulling questions from different sources, including TERC and CPM math textbooks, online resources, and problems that they've used in their classrooms. Teachers collaborated to ensure articulation across the grade levels.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Staff meeting time and access to resources facilitated the work done by teachers.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

Goal 3

100 % of our teachers will be appropriately credentialed for their assignments.

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

EXPECTEDactions.	**ACTUAL**
100 % of our teachers will be appropriately credentialed for their assignments.	100 % of our teachers are appropriately credentialed for their assignments.

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**

	PLANNED	ACTUAL
Actions/Servicesactions.	- Continue to recruit teachers with Multiple Subject Credentials who can teach all of our classes, K-8. - Promote Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.	- We recruited teachers with Multiple Subject Credentials who can teach all of our classes, K-8. - We promoted Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.
Expenditures	BUDGETED **$750**	ESTIMATED ACTUAL **$750**

ANALYSISInstructions_AU_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.	We spent $500 to attend the Santa Clara County Office of Education Teacher Recruitment Faire. From the contacts we made there with prospective teachers we hired one new teacher. Most of our new teachers are known to us and have either been substitute teachers or parents in our program, sometimes both.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Despite the statewide teacher shortage, we have been fully staffed and are fully staffed for next year as of May 22.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

Goal 4   All students should have access to foreign language instruction.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐2 ☐3 ☒ 4   ☒5 ☐6 ☐7 ☐

COE ☐9   ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTEDactions.   **ACTUAL**

100% of students in grades 1st-5th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class.	100% of students in grades 1st-5th received regular instruction in Spanish. Middle school students had access to Spanish as an elective class.

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/Servicesactions.	PLANNED	ACTUAL
	• Add 1st grade to classes receiving regular Spanish instruction. • Increase the number of Latino cultural celebrations at school.	• The 1st grade to classes receiving regular Spanish instruction. • We held Dia De Los Muertos and an assembly to honor Cesar Chavez Day.
Expenditures	BUDGETED **$1500**	ESTIMATED ACTUAL **$1500**

ANALYSISInstructions_AU_Analysis

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students is grades 1-5 receive weekly instruction in Spanish. We have contracted with Language Achieve to train parent volunteers and oversee the program. Some of our teachers also are Spanish fluent or have enough proficiency with the language to include it during other instructional times.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Dissatisfaction with our Spanish program was evident in our parent and student surveys. Improving the program is something that we'll be working on with Language Achieve as well as our teachers. Talking with the students about the issues and possible solutions will be the first step in addressing this concern.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

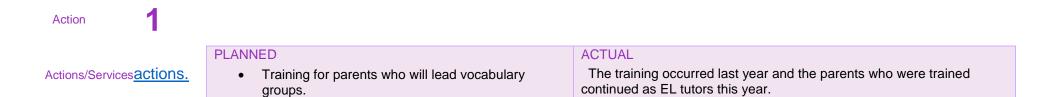| **Goal 5**	All students identified as English Learners (EL's) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient by their fourth year at Discovery.

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

EXPECTEDactions.

ACTUAL

Each year all students identified as English Learners (EL) who have been attending Discovery for three years will be reclassified on the California English Language Development (CELDT) test as Fluent/English Proficient.	30 of 61 EL students were reclassified as fluent during the 2016-17 school year. Of the 30 who were reclassified, 18 have been at Discovery1 for three years or less, and 12 more than three years.

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/Servicesactions.

PLANNED	ACTUAL
• Training for parents who will lead vocabulary groups.	The training occurred last year and the parents who were trained continued as EL tutors this year.

	Use of integrated groups for Readers and Writers Workshop.	
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost

ANALYSISInstructions_AU_Analysis

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Discovery program is language-based, with an emphasis on developing all students' oral language, reasoning, and vocabulary. These skills are taught across all subjects. Class meetings Problem-Based Learning, cooperative groups, and other strategies also improve the skills of our English Learners (EL's)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Since almost half (30 of 61)of our EL students were reclassified as fluent, our program is successful in teaching English Learners.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

A community meeting was held on May 11, 2017 to discuss the results of the parent, staff, and student survey and the school's plans for 2017-18. A draft overview of the LCAP was shared at this meeting. The surveys were done online and open for several weeks in March and April. 356 parents completed a survey, 29 staff members completed a separate survey, and 366 students completed surveys. There were separate surveys for students in K-3 and 4th-8th.

IMPACT ON LCAP AND ANNNUAL UPDATE

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

Survey results from parents indicate that our Spanish program is an area of concern. Specifically, parents do not feel that their child is making progress in Spanish, and many parents report that their children dislike our Spanish program. The frequency of instruction (one or two sessions per week for most classrooms) is certainly a factor, but we need to explore other issues that may be adversely impacting our Spanish program.

Survey results in general express widespread satisfaction with our program, and this was confirmed in the community meeting, staff meetings, and in informal conversations with parents, students, and staff. Still, there is always room for improvement.

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	Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐2 ☐3 ☒ 4   ☐ 5 ☐6 ☐7 ☐8

COE ☐9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Each year, of the students identified as English Learners (EL), half (50%) or more will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient.	30 of 61 EL's were reclassified. (49%)			

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All schools ☐ Specific Schools:___ ☐ Specif

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:___D1_____ ☐ Spe	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Unchanged ☐	☐ New ☐ Modified ☐	☐ New ☐ Modified ☐
See notes on language enriched environment		

BUDGETED EXPENDITURES

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

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.

	☐X New	☐ Modified	☐Uncha
Goal 2	All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.		

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐2 ☐3 ☐X4 ☐ 5 ☐6 ☐7 ☐8
	COE ☐9 ☐ 10
	LOCAL _____
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Testing / California Dashboard	ELA 44.3 points above level 3, an increase of 14.7 points. Green Math 47.6 points above level 3, an increase of 13.1 points. Blue			

PLANNED ACTIONS / SERVICES Instructions_PAS

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐X All	[Specific Student Group(s)] ☐Students with Disabilities ☐_____
Location(s)	☐All schools	X☐Specific Schools:_D1_____ ☐ S

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served Instructions_PAS_ContributesTo	☐English Learners	☐ Foster Youth ☐Low Income
Scope of Services Instructions_PAS_ScopeService	☐LEA-wide	☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools	☐Specific Schools:_____ ☐ Specif

ACTIONS/SERVICES Instructions_PAS_ActionsServices

2017-18		**2018-19**		**2019-20**	
☐X New	☐ Modified ☐U	☐New	☐ Modified ☐	☐New	☐ Modified ☐
Continue staff training in Six Traits Writing, Reading instruction, and book reads. Ongoing training in NGSS. Teachers developing scope and sequence for science following the NGSS. Adoption of new science curriculum, or refurbishing of FOSS kits.					

2017-18

Amount | $15,000

Source | Approved Textbooks and Core Curricula Materials

Budget Reference | 4100

2018-19

Amount |

Source |

Budget Reference |

2019-20

Amount |

Source |

Budget Reference |

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.

| ☐X New | | ☐ M odified | ☐Unchanged |

Goal 3

Increase the number of students with disabilities who are fully included in the regular classrooms.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐X 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Increase in number of students with IEP's who are fully included, receiving all of their services in their home room.	For the 2016-17 school year there were no students with an IEP who were fully included in their home room.			
Increase co-teaching model with specialists teaching side by side with regular classroom teachers.	0			

PLANNED ACTIONS / SERVICESInstructions_PAS

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

Action   **1**

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

Students to be Served	☐All ☒Students with Disabilities [Specific Student Group(s)]_____
Location(s)	☐All schools ☒Specific Schools:__D1_____ ☐ S

OR

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

Students to be Served Instructions_PAS_ContributesTo	☐English Learners ☐ Foster Youth ☐Low Income
Scope of ServicesInstructions_PAS_ScopeService	☐LEA-wide ☒School-wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐ Spec

ACTIONS/SERVICESInstructions_PAS_ActionsServices

2017-18		**2018-19**		**2019-20**	
☐X New	☐ Modified ☐U	☐New	☐ Modified ☐	☐New	Unchanged ☐

A committee of teachers and parents is receiving professional development around inclusion. We are visiting other schools that are practicing full inclusion. We are changing the way we write IEP's so that they're written from a capacity lens or perspective.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount		Amount	
Source	Consultants	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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.

	☐X New	☐ Modified	☐Unchanged
Goal 4	Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.		

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐X 4   ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE	☐ 9	☐ 10	
LOCAL _____			
Identified Need	We need a K-8 science curriculum and need to either refurbish the FOSS kits and make that our program, or adopt a new program.		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Task Force established	No task force			
Increase number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.	8 out of 24 (33%) low SES and/or students with disabilities in the 5th and 8th grades scored in the proficient or advanced range			
Adoption or change of science curriculum				

PLANNED ACTIONS / SERVICESInstructions_PAS

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All Disabilities_____	X [Specific Student Groups] Low SES # Students w/
Location(s)	☐All schools X Specific Schools:_D1_____	☐ S

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served Instructions_PAS_ContributesTo	☐English Learners	☐ Foster Youth ☐Low Income
Scope of ServicesInstructions_PAS_ScopeService	☐LEA-wide	OR School wide limited to Unduplicated Student Group(s)

Location(s)	☐All schools	☐ Spec

2017-18	2018-19	2019-20
☐X New ☐ Modified ☐U	☐New ☐ Modified ☐	☐New ☐Unchanged
Establish Science Adoption Task Force		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount		Amount	
Source	4100	Source		Source	
Budget Reference	Approved textbooks	Budget Reference		Budget Reference	

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	X Modified	☐ Unchanged
Goal 5	Increase support structure for parent education.		

State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐2 X 3   ☐ 4 ☐5 ☐6 ☐7 ☐8

	COE	☐ 9	☐ 10
LOCAL	_____		

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent ed opportunities by 50%	There were eleven parent ed events during the 2016-17 school year.			

PLANNED ACTIONS / SERVICESInstructions_PAS

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐X All ☐Students with Disabilities ☐X [Specific Group(s)]_Parents_____
Location(s)	☐All schools ☒Specific Schools:_D1_____ ☐ S

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served Instructions_PAS_ContributesTo	☐English Learners ☐ Foster Youth ☐Low Income
Scope of ServicesInstructions_PAS_ScopeService	☐LEA-wide OR ☐Schoolwide OR Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐ Specific Schools:_____ ☐ Spec

ACTIONS/SERVICESInstructions_PAS_ActionsServices

2017-18		2018-19		2019-20	
☐x New ☐ Modified ☐U		☐New ☐ Modified ☐		☐New ☐ Modified ☐	
Staff will work with the Parent Ed Committee to plan 5 additional parent education events during the 2017-18 school year.					

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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.

Goal 6	☐New	☐ Modified	☐Unchanged

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8

COE ☐9 ☐ 10

LOCAL _____

Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICESInstructions_PAS

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐All [Specific Student Group(s)] ☐_____
Location(s)	☐All schools ☐ Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served Instructions_PAS_ContributesTo	☐English Learners ☐ Foster Youth ☐Low Income
Scope of ServicesInstructions_PAS_ScopeService	☐LEA-wide OR ☐Schoolwide OR ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐ Specific Schools:_____ ☐ Spec

ACTIONS/SERVICESInstructions_PAS_ActionsServices

2017-18			2018-19			2019-20		
☐New	☐ Modified	☐Un	☐New	☐ Modified	☐	☐New	☐ Modified	☐

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 7		

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8
	COE ☐9 ☐ 10
	LOCAL _____
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICESInstructions_PAS

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐All [Students with Disabilities] or [Specific Student Group(s)] ☐_____
Location(s)	☐All schools ☐ Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served Instructions_PAS_ContributesTo	☐English Learners ☐Foster Youth ☐ Low Income
Scope of ServicesInstructions_PAS_ScopeService	☐LEA-wide OR ☐Schoolwide OR ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐ Spec

ACTIONS/SERVICESInstructions_PAS_ActionsServices

2017-18		2018-19		2019-20	
☐New	☐Modified ☐Un	☐New	☐Modified ☐	☐New	☐Modified ☐

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	

Budget
Reference

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	X☐2017–18 ☐2018 ☐2019

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).

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.

DRAFT Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund

accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 only to students who are in one of the unduplicated student groups, place a check mark next to "Limited to Student Groups" and specify the unduplicated student group(s).

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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.
  - o 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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:
      i. English Language Arts – Common Core State Standards for English Language Arts
      ii. Mathematics – Common Core State Standards for Mathematics
      iii. English Language Development
      iv. Career Technical Education
      v. Health Education Content Standards
      vi. History-Social Science
      vii. Model School Library Standards
      viii. Physical Education Model Content Standards
      ix. Next Generation Science Standards
      x. Visual and Performing Arts
      xi. 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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and subgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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