

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 | Contact Name and Title | Email and Phone |
|--------------------|---|--|
| The Legacy Academy | Marc Buller, Executive Director Danette T. Sokacich, Principal | marc@legacyschools.us (408) 318-9807 danette@legacyschools.us (408) 640-6788 |

2017-20 Plan Summary

The Story

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

The mission of The Legacy Academy is to engage and inspire middle school youth to achieve academic and social success. The Legacy Academy is specifically committed to serving youth who have been involved in the Juvenile Justice or Foster Care System, as well as others who have significant social and academic challenges. The Legacy Academy embraces these students in Santa Clara County who are facing overwhelming obstacles, helping to ensure their success in high school, college and/or career, and life.

The Legacy Academy offers a cohesive and comprehensive program specifically designed to:

- Build the belief in all students that they can succeed
- Equip them with the tools to change their legacy

Students who have been involved with the Juvenile Justice or Foster Care System have unique needs, which must be met in order to set them on a different path for their futures.

Child Traumatic Stress (University of California, Los Angeles, CA and Duke University School of Medicine, Durham, NC) has found that up to 90% of justice-involved youth report exposure to some type of traumatic event. This exposure to trauma typically begins early in life, is often in multiple contexts, and persists over time. As a result, on average 70% have a mental health condition and approximately 30% suffer from post-traumatic stress disorder (PTSD). It is not surprising that the researchers also found that these youth were then at high risk for interpersonal conflicts, substance use, academic problems, and child welfare involvement, in addition to delinquency and mental health disorders.³ These findings are consistent with the experience of The Legacy Academy Founding Team in working with Santa Clara County youth involved with or at risk of involvement with the juvenile justice system.

Youth in the foster care system endure numerous traumatic experiences, including removal from the home (perhaps due to abuse or neglect), separation from their families, and the potential of numerous removals and placements in out-of-home care (Racusin, Maerlender, Sengupta, Isquith, & Straus, 2005). As a result of this

exposure to trauma, the severity and repetition of the trauma, proximity to the trauma, and their relationship with the victim (if they are not the victim themselves), youth in the foster care system are likewise at risk of developing mental health conditions and PTSD (American Academy of Child & Adolescent Psychiatry, 2011). Research has found that approximately 48% of youth in the foster care system have emotional or behavioral problems and 63% are victims of neglect (Casey Family Programs, 2011).

Furthermore, PTSD symptoms are prevalent in 19.2% of children referred to child welfare for investigation and ultimately placed in foster homes (Kolko et al., 2010) and 21% of foster care alumni suffer from PTSD - a rate higher than that of U.S. war veterans (Pecora et al., 2005).

Again, The Legacy Academy is designed to serve these youth, by providing targeted social, emotional and behavioral supports within a trauma-informed model, in addition to a rigorous academic program that meets them where they are and accelerates their development.

Too often, these youth come from low-income families and are immigrants who are still acquiring the English language. In addition, due to struggles in traditional school settings many of these youth have been identified as having special needs and at a rate significantly higher than average. As such, The Legacy Academy expects its student population to be predominantly eligible for free and reduced lunch (80% or higher), Language Learners (35% or higher), Latino (85% or higher), and holding identification as a student with special needs (likely at least 20% and as high as 35-40%).

LCAP Highlights

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

Goal 1: Build the Belief in All Students that They Can Succeed

Personalized Learning

- Students are engaged in personalized learning experience at their "just right" level, that build belief in their ability to succeed by creating the conditions that allow them to realize success.

Robust Wrap Around Services

- Students receive the academic, social, emotional and behavioral supports they need to realize success.

Passion, Purpose, and Agency

- Students develop internal passions, a belief that they have something to offer, and a sense of agency and control over their destiny.

State Priorities

2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement

Goal 2-Equip Students with the Tools to Change Their Legacy

A Focus on Math and Literacy (Priority 1, 2 and 4)

- Students develop their literacy and redefine themselves as mathematicians, opening up new opportunities for these students and their own future legacy within our community.

Real-World Learning Investigations (Priority 2, 4, and 7)

- Students critically examine the world around them and examine the power of choice on their lives and the lives of others.

Enrichment Tailored to the Needs of At Promise Adolescents (Priority 8)

- Students demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around important matters including nutrition, exercise, body image, healthy relationships, and the law.

State Priorities

1. Quality Teachers, Curriculum, and Facilities (Basic Services)

2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
4. Student Achievement
7. Course Access and Enrollment
8. Student Outcomes

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

During the inaugural year of 2018-2019, in accordance with the goals established, The legacy Academy will establish growth goals to support student achievement in academics, social, and emotional awareness.

A response to intervention system will be implemented to assist students with reaching their goals.

Attendance Measure for Students

- Tier 1-85% or higher
- Tier 2-70%-84%
- Tier 3-70% or below

Academics Measure for Students

- Tier 1-Mastery of Common Core Standards
- Tier 2-Approaching Mastery of Common Core Standards
- Tier 3-Academic Supports for Emerging Mastery of Common Core Standards

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 Legacy Academy will be in partnership with Seneca Family Services to coordinate and provide student wrap-around services via a support services delivery model that incorporates the best intervention programs. The Legacy Academy will also engage in student recruitment, assessment of individual incoming student assessments, and facilitating trauma-informed training for school staff and other partners.

With the wrap-around services, student engagement will improve and sustain better academic, attendance, and social and emotional wellness outcomes. In addition, providing effective and appropriate programming for students with special needs and progressing English Learners will be an area of growth. Through ongoing professional development and coaching, The Legacy Academy will continue best practices to support student achievement.

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

The Legacy Academy's targeted student population is one that has often experienced traumatic stress. Traumatic stress occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being. This traumatic stress can impact the development of children's brains and bodies, and children who have been exposed to one or more traumatic events often develop reactions that persist over time, affecting their daily lives – at home, in school, and in the community. Such reactions may include intense emotional reactions to minor incidents, aggressive responses to perceived threats, withdrawal and isolation, anxiety, interpersonal difficulties, difficulties with attention, academic difficulties, nightmares, sleep and eating problems, and physical symptoms. All of these reactions can interfere with a child's ability to concentrate, learn, and perform in school.

Personal Learning Plans - The Legacy Academy core instructional program begins with an evaluation of students to help create an individualized Personal Learning Plan (PLP). Students will be assessed to analyze his/her social and emotional well-being, as well as academic needs in the building block areas of reading and math. Building upon strengths, a plan including goals, actions and measures will be developed in partnership with the student, family, and school. Students develop and monitor their own ILPs in their Advisory, empowering them to set goals, have access to and own their data, and build agency. (NOTE: This strategy is used for academic learning as well.)

Students build belief in their ability to succeed when they receive the academic, social, emotional and behavioral supports they need. In partnership with the Seneca Family of Agencies, ALL students at The Legacy Academy will be provided with the wrap-around support services utilizing a Trauma-Informed Model. Supports include individual and group counseling and mental health services, behavior interventions, academic intervention and remediation, and language development.

With an academic interventionist and mental health counselor in every classroom, these services are integrated into the classroom as well as provided on an individual and small groups basis. The Unconditional Education Coach oversees implementation of the support services delivery model, to incorporate the best intervention programs available while maximizing the best reimbursement vehicles to sustain them.

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

Increased or Improved services

The Legacy Academy will improve services for low-income students, English Learners, and foster youth through:

- Providing supplemental staffing based on students' needs.
- Training all staff on strategies for English Learner instruction and monitoring the use of these strategies.
- Building a positive school culture.
- Providing social and emotional counseling to support academic success.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

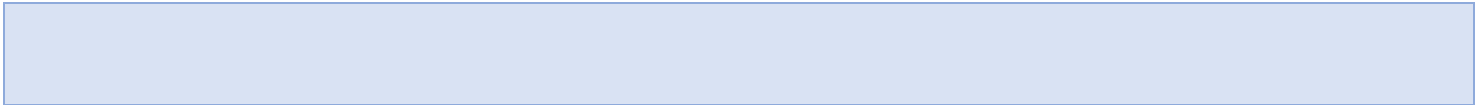
\$ \$1,097,380

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

\$ 521,000

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.

The most significant general fund expenditures not included in the LCAP are primarily personnel related to the hiring of administrators, certificated staff, classified staff, as well as support staff and expenditures that are not funded through LCFF and not specific to the goals, actions, and services in the LCAP. Additionally, these may include expenditures such as school facilities and maintenance that involves staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs, general overhead (gas, water, electricity), and other operational costs of the district. Some restricted State and Federal funding sources may not be included in the LCAP that are not directly related to established LCAP goals, actions and services.



DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 452,554

Annual Update

LCAP Year Reviewed: XXXX–XX

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

Build the belief that all students can succeed

State and/or Local Priorities addressed by this goal:

State Priorities:

2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement

Annual Measureable Outcomes

| Expected | Actual |
|--|--------|
| 80% of the students demonstrating mastery of Common Core Standards | |
| 90% of the students will have 85% rate of attendance | |
| 90% of the families of students will volunteer | |

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 Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|----------------------------|---|--|
| Continue to provide supplemental certificated staffing to schools with high populations of English Learners, low-income students, and foster youths to | | Salary + Benefits: Three teachers: \$235k .5 Principal: \$75k | [Add estimated actual expenditures here] |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------------|-------------------------------|
| increase the services and support they receive. | | | |
| Implement Family Academy to support families with opportunities to be involved in the school community and learn strategies to help their children. | | \$30k | |
| Student support services outlined to address academic, social and emotional growth. | | Salary + Benefits: \$78k | |

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 LCFF Evaluation Rubrics, as applicable.

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

The Legacy Academy anticipates a high percentage of students in need of interventions, all teaching and support staff will engage in pre-service and ongoing Professional Development in the Unconditional Education (UE) Model and Response to Intervention (RTI). Staff members will build the necessary background knowledge to understand the approach, as well as specific practices within their functional area to support students in achieving their IEP goals. The Legacy Academy program has been designed specifically with English Learners in mind. The robust staffing in the core and enrichment classrooms will support the use of Integrated English Language Development.

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

Determining effectiveness of programming will include the following:

- Baseline and Summative Assessments to measure student growth.
- Coursework and Portfolios to provide an ongoing record of student work that meets Mastery.
- Formative Assessments to formally measure achievement on an ongoing basis, including developmental reading assessments, writing assessments, and standards-based interim assessments in literacy and math.
- State assessments and/or other standardized tests, as required by Education Code
- 47605(c)(2),
- Personal Learning Plan (PLP) meetings to reflect on student progress and set goals, and
- Expositions of Student Work to showcase student learning for families and the community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

In order to meet these goals and reassess progression, The Legacy Academy will utilize a developmental reading inventory to measure students' independent and instructional reading levels three times per year: as a baseline, interim, and summative assessment. Teachers and administrators will review this data. The Legacy Academy will utilize a developmental writing assessment and rubric to measure students' ability to write for a variety of purposes and across genres. The Legacy Academy intends to utilize an adaptive interim assessment system in literacy and math, with the intent of collecting real time academic achievement data.

Goal 2

Student Performance Outcomes

State and/or Local Priorities addressed by this goal:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to and Implementation of the Common Core Standards, with support for ELLs and other subgroups
4. Student Achievement
7. Course Access and Enrollment
8. Student Outcomes

Annual Measureable Outcomes

Expected

Actual

Focus on Math and Literacy

- The percent of students who make 1.5 years of growth in ELA will

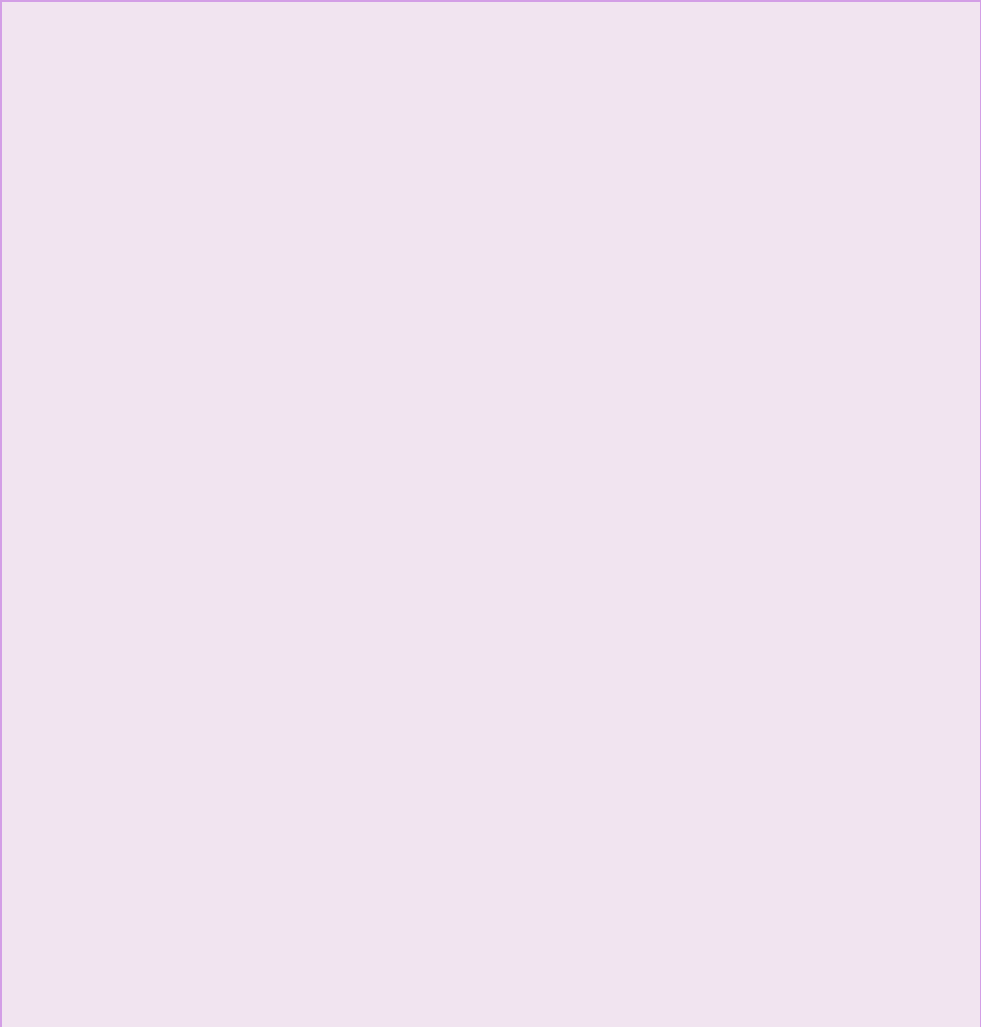
[Add actual outcome here]

Expected

Actual

increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the NWEA MAP.

- The percent of students who make 1.5 years of growth in Math will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the NWEA MAP.
- The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC.
- The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.
- The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size.
- The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size.
- The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable dependent on subgroup size.
- The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy’s program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.



Real-World Learning Investigations

- The percent of students who are Proficient or Advanced in state standards for Science will increase from the 2018-2019 baseline until the goal of 50% is met overall and for all significant subgroups, as measured by the Science California Standards Test.
- The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy’s program engages students will

[Add actual outcome here]

Expected

Actual

| | |
|---|----------------------------------|
| <p>increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.</p> | |
| <p><u>Enrichment Tailored to the Needs of At Promise Adolescents</u></p> <ul style="list-style-type: none"> • The percent of students in 7th grade who pass 4 of 6 fitness components will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the CDE designated Physical Fitness Test (currently FITNESSGRAM). • The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy’s program promotes student well-being students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey. | <p>[Add actual outcome here]</p> |

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 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|---|
| <p>Students will receive 90 minutes of literacy and math instruction daily, including standards-based instruction and intervention to accelerate achievement and remediate gaps.</p> | <p>[Add actual actions/services here]</p> | <p>\$78k</p> | <p>[Add estimated actual expenditures here]</p> |
| <p>Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.</p> | | <p>\$8k</p> | |
| <p>A Classroom Instruction Specialist will push</p> | | <p>\$78k</p> | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------|---------------------------------------|-------------------------------|
| into all learning investigation classes, to facilitate individual and small group interventions | | | |
| Faculty will utilize strategies to support development of academic English and English as a second language. | | \$78k + .5 Principal \$75k →\$153k | |
| Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies. | | \$235k | |
| Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training | | \$20k | |
| Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers | | \$20k | |
| Students will explore multiple forms of art, as a means of expression and cultural appreciation. | | \$20k | |

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 Legacy Academy will include opportunities for students to demonstrate progress toward proficiency on clearly identified content standards as well as social-emotional learning. Assessment data will be both formative and summative and will be used throughout the year by students, teachers and families to reflect on current levels of student achievement and to determine next steps for achieving student mastery.

Assessment will take place in all grades and across subjects, as well as in the area of non-academic qualities. This explicitly includes use of the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California. The Legacy Academy is invested in and committed to using this assessment system, which we believe will provide the best way of measuring our implementation of the CCSS, providing both

reinforcement and accountability for our program. Data will be disaggregated by significant subgroups, to ensure The Legacy Academy is attending to the overall needs and the specific needs of student subgroups in their path to proficiency,

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

The Legacy Academy will conduct diagnostic assessments of each student to establish baseline levels of mastery. These may include, but are not limited to, the following:

- A developmental reading assessment, such as those from the Teachers College
- Reading Writing Project (TCRWP) will be used to assess students' reading levels.
- A developmental writing assessment will be used to assess students' writing levels.
- Math readiness assessments will be used to establish baseline math levels.
- An adaptive benchmark assessment in math and literacy-NWEA's Measures of Academic Progress-to identify students' current levels of mastery and measure growth.
- The California English Language Development Test (CELDT), or English Language Proficiency Assessment of California (ELPAC) when fully operational, will measure students' English Language proficiency across the domains of listening, speaking, reading and writing.
- The California Assessment of Student Performance and Progress (CAASP) Assessment System tools will be used to assess summative levels of performance in literacy and mathematics. As work on assessments under the California Assessment of Student Performance and Progress (CAASPP) progresses, The Legacy Academy will expand or replace these measures as needed to ensure alignment with the State's objectives and priorities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

In order to meet these goals and reassess progression, The Legacy Academy will utilize a developmental reading inventory to measure students' independent and instructional reading levels three times per year: as a baseline, interim, and summative assessment. Teachers and administrators will review this data. The Legacy Academy will utilize a developmental writing assessment and rubric to measure students' ability to write for a variety of purposes and across genres. The Legacy Academy intends to utilize an adaptive interim assessment system in literacy and math, with the intent of collecting real time academic achievement data.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

In the Launching Year 2017-2018, the school worked in collaboration with Unity Care, Santa Clara County Department of Family and Children Services, San Jose Police Department, Santa Clara County Office of Probation, San Jose State University-CommUniverCity, Seneca Family Services, Sacred Heart Community Service, Santa Maria Urban Ministry, City of San Jose Mayor's Gang Prevention Task Force, and various San Jose neighborhood associations. This allowed the school to learn about the needs of the community and the target population of the school. The school also engaged with community members to inform them about the school and how they can become involved in the School Site Council as registered families of The Legacy Academy.

For Inaugural Year 2018-2019, The Legacy Academy will implement the following planned activities to engage stakeholders:

School Site Council

The Legacy Academy will convene a School Site Council (SSC), to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission. The SSC will be composed of all major stakeholders and members will be elected by their respective constituents as follows: 2 parents from the Parent Leadership Committee (PLC), 2 students, 2 teachers, 1 non-teaching staff and the Principal. This team functions as an idea-generating, consensus-building team that will be charged with the following:

- Making site budget recommendations to the Board of Directors;
- Making teaching and learning policies to be ratified by the Board of Directors;
- Making recommendations to the Board of Directors for necessary school functions;
- Reviewing, revising, and tracking progress toward school level goals in Single Plan for Student Achievement, Local Control Accountability Plan, and WASC commitments;
- Developing site-based professional development goals on an annual basis;
- Conduct survey of school climate and culture;
- Developing and approving annual school calendar.

Family Leadership Committee

Pending family interest and capacity, The Legacy Academy will convene a Family Leadership Committee (FLC) that is composed of parents who represent the broader parent community.

The FLC will be charged with:

- Discussing and supporting the Legacy Academy mission and goals
- Providing families the opportunity to weigh in on critical school issues
- Bringing concerns and appreciations of the community to the Executive Director, Principal, and Board of Directors

- Organizing family events
- Fundraising

School Climate and Culture Surveys

The Legacy Academy leadership team will develop a pre-survey for August 2018 to gauge student, family, and stakeholders about perspectives about school culture and climate and the expectations for the school. This information will inform implementation of the School Site Council and Family Leadership Committee. An interim survey will be developed for December 2018 as an indicator for goals established from the August 2018 survey. Finally, a post-survey will be distributed in May 2019 to summarize perspectives on the school culture and climate. This data will be used to inform the LCAP for 2019-2020.

Impact on LCAP and Annual Update

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

In the Launching Year 2017-2018, the relationships established with the stakeholders assisted with capacity building for the following:

Enhancing academic programming;

Identifying families that can benefit from The Legacy Academy school program;

Participating in civic engagement with elected officials and constituents in the school community;

Providing multiple avenues and opportunities to build transparency about curriculum and student achievement;

And, Creating a network of support for the school and its families.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Build the belief that all students can succeed

State and/or Local Priorities addressed by this goal:

- 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
- 3. Parental Involvement
- 4. Student Achievement

Identified Need:

Students who have been involved with the Juvenile Justice or Foster Care System have unique needs, which must be met in order to set them on a different path for their futures. And while this is a population endemic throughout our county - in 2014 alone there were 500 youth under 14 referred for probation and 1376 youth under 18 living in foster care - there is not the concentrated population within any one district to yield the student enrollment for a specialized school such as The Legacy Academy. As opposed to the declining number of students involved in the juvenile justice system, the number of children living in Foster Care is steadily rising - especially within African American and Latino families. In addition, grandparents are raising another 2.5% of children in Santa Clara County. Again, The Legacy Academy is designed to serve these youth, by providing targeted social, emotional and behavioral supports within a trauma-informed model, in addition to a rigorous academic program that meets them where they are and accelerates their development.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2018-2019 | 2018-19 | 2019-20 |
|---|--|--|--|---|
| <p>Demonstration mastery of Common Core Standards</p> | <ul style="list-style-type: none"> • The percent of students who make 1.5 years of growth in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the NWEA MAP. • The percent of students who make 1.5 years of growth in Math will increase from the 2018-2019 baseline until the | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline until the goal of 70% is met |

Metrics/Indicators

Baseline

2018-2019

2018-19

2019-20

| | | | | |
|--|---|--|--|--|
| | <p>goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the NWEA MAP.</p> <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC. | <p>until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable | <p>until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable | <p>overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable dependent on subgroup size. • The percent of students, families and staff who Agree or Strongly Agree that The Legacy |
|--|---|--|--|--|

| Metrics/Indicators | Baseline | 2018-2019 | 2018-19 | 2019-20 |
|--------------------|----------|--|--|--|
| | | dependent on subgroup size. <ul style="list-style-type: none"> The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey. | dependent on subgroup size. <ul style="list-style-type: none"> The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey. | Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey. |

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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

English Learners, Low Income, Foster youth

Scope of Services:

Schoolwide

Location(s):

Schoolwide

Students to be Served:

English Learners, Low Income, Foster youth

[Add Students to be Served selection here]

Scope of Services:

Schoolwide

[Add Scope of Services selection here]

Location(s):

Schoolwide

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2018-2019

Unchanged

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

Unchanged

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

Unchanged

2018-2019 Actions/Services

Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.

A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions

Faculty will utilize strategies to support development of academic English and English as a second language.

Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies.

2018-19 Actions/Services

Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.

A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions

Faculty will utilize strategies to support development of academic English and English as a second language.

Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies.

2019-20 Actions/Services

Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.

A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions

Faculty will utilize strategies to support development of academic English and English as a second language.

Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies.

2018-2019 Actions/Services

Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training

Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers

Students will explore multiple forms of art, as a means of expression and cultural appreciation.

2018-19 Actions/Services

Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training

Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers

Students will explore multiple forms of art, as a means of expression and cultural appreciation.

2019-20 Actions/Services

Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training

Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers

Students will explore multiple forms of art, as a means of expression and cultural appreciation.

Budgeted Expenditures

| Year | 2018-2019 | 2018-19 | 2019-20 |
|------------------|--------------------------------|--------------------------------|--------------------------------|
| Amount | \$418, 000 | \$418, 000 | \$418, 000 |
| Source | LCFF, Title, SpEd, and Lottery | LCFF, Title, SpEd, and Lottery | LCFF, Title, SpEd, and Lottery |
| Budget Reference | 8011,8012,8096,8291,8292,8381 | 8011,8012,8096,8291,8292,8381 | 8011,8012,8096,8291,8292,8381 |

Unchanged Goal

Goal 2

Student Performance Outcomes

State and/or Local Priorities addressed by this goal:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to and Implementation of the Common Core Standards, with support for ELLs and other subgroups
4. Student Achievement
7. Course Access and Enrollment
8. Student Outcomes

Identified Need:

Students who have been involved with the Juvenile Justice or Foster Care System have unique needs, which must be met in order to set them on a different path for their futures. And while this is a population endemic throughout our county - in 2014 alone there were 500 youth under 14 referred for probation and 1376 youth under 18 living in foster care - there is not the concentrated population within any one district to yield the student enrollment for a specialized school such as The Legacy Academy. As opposed to the declining number of students involved in the juvenile justice system, the number of children living in Foster Care is steadily rising - especially within African American and Latino families. In addition, grandparents are raising another 2.5% of children in Santa Clara County. Again, The Legacy Academy is designed to serve these youth, by providing targeted social, emotional and behavioral supports within a trauma-informed model, in addition to a rigorous academic program that meets them where they are and accelerates their development.

Expected Annual Measureable Outcomes

| Metrics/Indicators | 2018-2019 | 2018-19 | 2019-20 | |
|--|---|--|--|---|
| Demonstration mastery of Common Core Standards | <p><u>Focus on Math and Literacy</u></p> <ul style="list-style-type: none"> • The percent of students who make 1.5 years of growth in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the NWEA MAP. | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math | <ul style="list-style-type: none"> • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the |

Metrics/Indicators

2018-2019

2018-19

2019-20

| | | | | |
|--|--|---|---|--|
| | <ul style="list-style-type: none"> • The percent of students who make 1.5 years of growth in Math will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the NWEA MAP. • The percent of students who Meet or Exceed state standards in ELA will increase at from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the ELA portion of the SBAC. • The percent of students who Meet or Exceed state standards in Math will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC. • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual | <p>will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language | <p>will increase from the 2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language | <p>2018-2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the Math portion of the SBAC.</p> <ul style="list-style-type: none"> • The Legacy Academy will meet the annual State target for percent of ELLs Annual Progress (Annual Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size. • The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable dependent on subgroup size. • The percent of students, families and staff who |
|--|--|---|---|--|

Metrics/Indicators

2018-2019

2018-19

2019-20

Measurable Academic Outcome #1) as measured by the CELDT, if applicable dependent on subgroup size.

- The Legacy Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), as measured by the CELDT, if applicable dependent on subgroup size.
- The Legacy Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts, as measured by the SBAC, if applicable dependent on subgroup size. The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the

Arts, as measured by the SBAC, if applicable dependent on subgroup size.

- The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.

Arts, as measured by the SBAC, if applicable dependent on subgroup size.

- The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.

Agree or Strongly Agree that The Legacy Academy's program academically prepares students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.

Metrics/Indicators

2018-2019

2018-19

2019-20

goal of 80% is met, as measured by the annual survey.

Real-World Learning Investigations

- The percent of students who are Proficient or Advanced in state standards for Science will increase from the 2018-2019 baseline until the goal of 50% is met overall and for all significant subgroups, as measured by the Science California Standards Test. The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program engages students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.

Enrichment Tailored to the Needs of At Promise Adolescents

- The percent of students in 7th grade who pass 4 of 6 fitness components will increase from the 2018-

| Metrics/Indicators | 2018-2019 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|
| | <p>2019 baseline until the goal of 70% is met overall and for all significant subgroups, as measured by the CDE designated Physical Fitness Test (currently FITNESSGRAM). The percent of students, families and staff who Agree or Strongly Agree that The Legacy Academy's program promotes student well-being students will increase from the 2018-2019 baseline until the goal of 80% is met, as measured by the annual survey.</p> | | |

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 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

| | | |
|---|---|-----------------------------------|
| Students to be Served: English Learners, Low Income, Foster youth | Scope of Services: Schoolwide | Location(s): Schoolwide |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2018-2019 Actions/Services

Students will receive 90 minutes of literacy and math instruction daily, including standards-based instruction and intervention to accelerate achievement and remediate gaps.

2018-19 Actions/Services

Students will receive 90 minutes of literacy and math instruction daily, including standards-based instruction and intervention to accelerate achievement and remediate gaps.

2019-20 Actions/Services

Students will receive 90 minutes of literacy and math instruction daily, including standards-based instruction and intervention to accelerate achievement and remediate gaps.

Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.

Faculty will engage in data-driven professional development before, during, and after the school year, to promote instructional practice and student achievement, including strategies for supporting ELLs and other subgroups of students.

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2018-2019 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions | A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions | A Classroom Instruction Specialist will push into all learning investigation classes, to facilitate individual and small group interventions |
| Faculty will utilize strategies to support development of academic English and English as a second language. | Faculty will utilize strategies to support development of academic English and English as a second language. | Faculty will utilize strategies to support development of academic English and English as a second language. |
| Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies. | Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies. | Students will engage in authentic learning investigations, using Project Lead the Way in Science and TCI History Alive and Facing History, Facing Ourselves in Social Studies. |
| Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training | Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training | Students will engage in physical education and health activities, including exploration of the martial arts and high intensity training |
| Students will explore multiple forms of art, as a means of expression and cultural appreciation. | Students will explore multiple forms of art, as a means of expression and cultural appreciation. | Students will explore multiple forms of art, as a means of expression and cultural appreciation. |
| Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers | Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers | Students will engage in a daily life skills class utilizing 180 degrees curriculum and leveraging community volunteers |

Budgeted Expenditures

| Year | 2018-2019 | 2018-19 | 2019-20 |
|--------|--------------------------------|--------------------------------|--------------------------------|
| Amount | \$612,000 | \$612,000 | \$612,000 |
| Source | LCFF, Title, SpEd, and Lottery | LCFF, Title, SpEd, and Lottery | LCFF, Title, SpEd, and Lottery |

| Year | 2018-2019 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Budget Reference | 8011,8012,8096,8291,8292,8381 | 8011,8012,8096,8291,8292,8381 | 8011,8012,8096,8291,8292,8381 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 69,034

18.0%

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).

The Legacy Academy will serve students in Santa Clara County who are facing enormous obstacles, those who have already been involved with the Juvenile Justice or Foster Care System and/or are facing significant academic, social, emotional, or behavioral challenges.

This new model is squarely focused on integrated services. While service to different subgroups are detailed below through individual sections in accordance with education code, services for these subgroups and all students are infused throughout the school program and day. With a robust wrap around services program and staffing, Tier 1, Tier 2, and Tier 3 services happen over the entire school day. Each advisory group (four groups in Year One) is staffed with a teacher, Classroom Intervention Specialist, and Mental Health Counselor - a 13:3 student to staff ratio. When these students move into the core and enrichment programming, those classes (three in Year One) are also staffed with a teacher, Classroom Intervention Specialist, and Mental Health Counselor - a 20:3 student to staff ratio. The additional teacher, Classroom Intervention Specialist, and Mental Health Counselor then become "floaters" available to add additional services where they are needed most.

This team will support all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our populations require to access the curriculum. They will also provide the social, emotional, and behavioral supports our students need to address the very real obstacles they face. These tiered interventions will be provided via a Response to Intervention as part of the Unconditional Education Model, with services provided via push-in or pull-out dependent on the needs of the students and best vehicle for delivery of service.

English Language Learners at The Legacy Academy will receive targeted support tailored to their proficiency level as a method of Designated ELD, via the classroom teacher and Classroom Intervention Specialists during the Literacy Lab and/or Math Lab. While students will receive Designated

ELD daily, the distribution of where it occurs (Literacy Lab or Math Lab) will be based on student need. Specific language supports aligned to students' language needs and levels (Emerging, Expanding, Bridging) will be provided individually and in small groups as appropriate. Designated ELD in labs will provide the protected time for teachers and Classroom Intervention Specialists to use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Unconditional Education model and Response to Intervention program are specifically designed to meet student needs, both those that have been identified through special education and those that have not. All students with identified and unidentified special needs will have these needs met through the UE model and Rtl program, described above. Specific assurances, processes, procedures, safeguards, and details as they relate to students with special needs.

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

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

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

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

Budget Summary

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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