Local Control Accountability Plan and Annual Update (LCAP) 2019-2020

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

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

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

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Opportunity Youth Academy	Phil Morales, Director/Principal	<u>Phil_morales@sccoe.org</u> 408-573-3261

2017-20 Plan Summary

The Story

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

Opportunity Youth Academy (OYA), chartered by the Santa Clara County Board of Education as a countywide dependent charter in August 2016, is designed to serve opportunity youth and disengaged youth ages 16-24 in Santa Clara County. OYA currently operates six classroom sites across Santa Clara County, serving approximately 380 youth. OYA's population is highly mobile, and in all, OYA staff see approximately 600 students per year. Disengaged youth are adolescents and young adults who are out of school or have missed graduating with their high school cohort. Opportunity youth become disengaged from school for multiple reasons, including instability in family life, income, housing, or employment. For opportunity youth, these issues are often compounded by pregnancy or parenting, homelessness, justice engagement or placement into foster care.

OYA offers its students an online curriculum in a blended learning environment, and students have access to A-G, grade-level curriculum in all content areas and a variety of electives. OYA's curriculum is aligned with state standards, rich with reading, writing and critical thinking activities, and integrates science labs and small group instruction.

There has been much growth in the last three years Opportunity Youth Academy has operated as a dependent charter. Student enrollment and Average Daily Attendance (ADA) has almost tripled in three years. Teachers, para educators, a registrar, a college liaison, a mental health therapist, and navigators were hired help to support the growth in student needs and daily operations of OYA. OYA implemented a college/career readiness online curriculum for students can explore career interests, create post-secondary transition plans, schedule community college visits, and apply for scholarships.

Partnerships with community organizations have also grown over the last three years. Santa Clara County Intern & Earn Program provide interns to work at several OYA sites; Bay Area Tutoring Associations provide tutors who support students academically; Year Up offers Career Labs a job training program; and Inclusion Collaborative from Santa Clara County Office of Education offers teachers and para educators coaching in blended learning strategies and best practices.

One significant accomplishment to note is this school year OYA hired two OYA graduates as para educators. This accomplishment best represents OYA's motto *Ready to Learn, Ready to Work, Ready to Live.*

LCAP Highlights

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

- Students who are not meeting grade level standards in Math and Reading will be supported through interventions (tutors, para educators, ELLoquence, Multi-Tier Systems of Support) and all students will have access to standards aligned rigorous curriculum and instruction.

- Opportunity Youth Academy will prepare students for college and/or career. All students will be exposed to career exploration activities, StrenghtsExplore, community college visits, and a College Liaison who will help students to create post-secondary transition plans.

- Parents will be a part of the overall educational experience and will have opportunities to engage and seek support from OYA.

- Build a blended learning environment that personalizes education for students.

- OYA will implement the three (3) Phases of the Back On Track (BOT) model: Phase I Enriched Curriculum/Preparation, Phase II Post-Secondary Bridging, Phase III First Year Support after high school graduation. The Back On Track (BOT) is a continuum model of high school completion, career exploration experiences, with guidance in setting education and career goals and making informed choices about postsecondary programs of study and careers.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Student enrollment and Average Daily Attendance (ADA) has almost tripled in three years. Additional teachers, para educators, a registrar, a college liaison, a mental health therapist, and navigators were hired help to support the overall growth of OYA. OYA implemented a college/career readiness online curriculum for students can explore career interests, create post-secondary transition plans, schedule community college visits, and apply for scholarships. Ongoing teacher professional development in effective blended learning instructional practices has been a catalyst for creating a Flex Model next school year.

Referring to the California School Dashboard, 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

Opportunity Youth Academy's (OYA) Graduation Rate was reported at 25.7% 2017-18 school year. This percentage is based on students who received a high school diploma within four years of entering ninth grade. OYA will use one-year graduation rate and assign students to appropriate grade levels based on credits earned.

College/Career Readiness indicator reports 0% of OYA students are prepared for College/Career.

When students enter OYA, no matter how many credits a student has, they enter with a Grade 6 reading level and a 5th grade math level. To be successful in a postsecondary environment, it is imperative to build these skills and our goal is to have these students leave at minimum a 9th grade reading and math level.

Referring to the California School Dashboard, 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

Performance levels for any student groups are not reported on the California School Dashboard due to low participation on Smarter Balanced Summative Assessments in English Language Arts and Math.

Opportunity Youth Academy will increase participation by ensuring students understand the importance of the assessment; use incentives; and provide transportation and childcare for students who need accommodates during the assessment period.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Opportunity Youth Academy

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Opportunity Youth Academy will develop a Comprehensive Support and Improvement (CSI) plan by using the California Dashboard Alternative School Status (DASS); the Western Association of Schools and Colleges (WASC) Accreditation Initial Visit findings; the Visiting Team schoolwide growth areas for continuous improvement recommendations as the school-level needs assessment; the School Plan for Student Achievement (SPSA); and the Local Control Accountability Plan (LCAP). A Comprehensive Support and Improvement (CSI) plan will be developed using data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation. An initial meeting to be scheduled for Fall of 2019.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Opportunity Youth Academy will monitor the implementation and effectiveness of the Comprehensive Support and Improvement (CSI)

plan through identified six-eight week monitoring cycles and provide an annual analysis for implementation progress and impact on student learning. Opportunity Youth Academy will work with Western Associations of Schools and Colleges (WASC) staff to coordinate one school visit(s) (real time and/or Zoom) to support implementation progress and provide feedback of impact on student outcomes.

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7,8

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicator: Renaissance STAR Benchmark Exam in Math and Reading Baseline:	Avg. Grade Equivalent in Math is 6.5 an increase from 17-18 Avg Grade Equivalent in Reading is 6.4 an increase from 17-18 Fall 8/6/18-8/17/18

Expected	Actual
Students assessed at 6th grade levels in Math and Reading will demonstrate one or more years of growth in Reading and Math. 17-18: Average Grade Equivalent in Math 5.9 Average Grade Equivalent in Reading 6.2	Math GE 6.3 (75 Students) Reading GE 6.0 (76 Students) Winter 10/22/18 – 11/2/18 Math GE 6.5 (94 Students) Reading GE 6.3 (98 Students) Spring 4/8/19 – 4/19/19 Math GE 6.8 (118 Students) Reading GE 6.6 (129 Students) The average scores, listed above, do not accurately represent growth because not all the same students tested more than two times.
Metrics/Indicator CAASPP in Math and ELA Baseline: Students will demonstrate 5% growth in all indicators on the CAASPP ELA and Math per school year. 17-18: ELA/Literacy (Number of Students 58) : 0% Standard Exceeded 10% Standard Met 16% Standard Nearly Met 74% Standard Not Met Math (Number of Students 51): 0% Standard Exceeded 0% Standard Met 8% Standard Nearly Met 92% Standard Not Met	CAASPP 2018-2019 scores: ELA/Literacy (Number of Students 55) 2% Standard Exceeded (Increase 2%) 11% Standard Met (Increase 1%) 20% Standard Nearly Met (Increase 4%) 67 % Standard not Met (Decrease 7%) Math (Number of Students 46): 0% Standard Exceeded 0% Standard Met 6% Standard Nearly Met (Decrease 2%) 94% Standard Not Met (Increase 2%)

Students assessed at 6th grade levels in Math and Reading will demonstrate one or more years of growth in Reading and Math.

Expected	Actual
Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets.	Currently no API score available.
Metrics/Indicators: High School Graduation Rate Baseline: Opportunity Youth Academy's graduation rate will increase by 5% per year (for example, the graduation rate would be 30.7% at the completion of the 2019-20 school year, 35.7% in 2020-2021, and 40.7% in 2021-2022). 17-18: Opportunity Youth Academy's (OYA) Graduation Rate was reported at 25.7% 2017-18 school year	Graduation Rate not yet released for 2018-2019.
Metric/Indicator: Credit Accrual Baseline: An average of credits earned by all students during the 2016-2017 school year will form our baseline 16-17 – no average 17-18 Total credits earned by active and inactive students: 8165.25 Total number of students enrolled (active and inactive): 636 Average credits earned: 12.838 credits earned per school year.	Total credits earned by active and inactive students: 10,817.25 Total number of students enrolled (active and inactive): 690 Average credits earned: 15.677 credits earned per school year
Metrics/Indicator: **School Attendance Rates (work production) OYA is a Independent Study Blended Learning Model**	Average Daily Attendance for 18-19 was 62.65%. A decreased of 8% from the previous school year. There are verified reasons for the decrease in ADA. The results of Student Surveys report positive

Expected	Actual
Baseline: Average Daily Attendance (ADA) baseline will be 66% per year but increase by 10% every school year. 17-18: Average Daily Attendance 70.55%	student experiences and recommend more support for creating post-secondary transitions and job opportunities.
Metric/Indicator: Degree to which teachers are appropriately assigned and credentialed in subject areas. Baseline: 100% of our teachers are appropriately assigned and credentialed in subject areas. 17-18: 100% of OYA teachers have a single subject or multiple subject credential, and a Special Education (SPED) credential in mild/moderate or moderate/severe, or are enrolled in a Special Education (SPED) credential program.	All OYA teachers have earned credentials in both Special Education and General Education. Teachers are appropriately assigned.
All students have sufficient access to standards-aligned instructional materials.	OYA uses online curriculum and materials provide by SIATech.
All facilities are maintained in good repair.	All facilities are maintained in good repair.
Metric/Indicator: Implementation of content and performance standards for all students, including English Learners (EL). **Baseline:** OYA will continue to implement content and performance standards for all students, including English Learners (EL). 17-18	Implemented ELLoquence a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our English Learners (EL) students in becoming English proficient in one to two years. All EL Level 1-3 students enrolled n ELLoquence English Language Arts (ELA) classes.

Expected	Actual
OYA will continue to implement content and performance standards for all students, including English Learners (EL).	
OYA students will continue to have access to, and will be enrolled in, all required areas of study.	OYA students will continue to have access to, and will be enrolled in, all required areas of study
OYA students are eligible to enroll and take A-G courses	OYA students are eligible to enroll and take A-G courses
Metric/Indicator: English Language Learners Progress Baseline: EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT). English Language Proficiency Assessments for California (ELPAC) will be replacing CELDT. Further clarification from CDE will be needed. 2017-2018: 59 students tested Level 3 – 40.68% Level 1 – 38.98%	ELPAC 2018-2019 scores not yet released.
Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute then traditional EL students in traditional school settings.	Zero students reclassified.
OYA students are eligible to enroll and take AP courses	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model), we do not anticipate having any students enrolling in AP courses.
High School Dropout Rates	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.
% of students successfully completing A-G courses	OYA students are eligible to enroll and take A-G courses via SIATech curriculum Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track.

Expected	Actual
% of students passing Advanced Placement exams	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having any students enrolling in AP courses.
% of students demonstrating college preparedness on the Early Assessment Program (EAP)	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP.
Middle School Drop Out Rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.

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 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop ongoing professional development for SIATech curriculum in all subject areas.	Developed ongoing professional development for SIATech curriculum in all subject areas with an emphasis on blended learning models.	LCFF Supplemental and Concentration: $329.143	LCFF Supplemental and Concentration Revenue: $399,143 Title 1: $30,000

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use ELLoquence digital curriculum with SIATech curriculum and include professional development for teachers.	Implemented ELLoquence a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our ELL students in becoming English proficient in one to two years.	Title I Funds: $15,000	Title I Funds: $15,000

Analysis

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

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

Overall, OYA achieved its goal to increase professional development opportunities for all OYA teachers. This school year, professional developed increased in the areas of blended learning strategies and college and career readiness strategies. The ELLoquence program provided staff with training to support English Language Arts (ELA) students.

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

Overall, OYA is making small progress in achieving each part of goal #1 as defined in the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures in Action 1.1. Due to an increase in student enrollment, we exceed the amount of SIATech licenses (150) purchased for the year. An additional $1450 is charged annually, for any license required beyond the 150 licenses. Additional professional development was included to support teachers in implementing blended learning.

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.

No changes were made to the goals or metrics throughout the school year. OYA has aligned its LCAP goals with its WASC Schoolwide action plan and the goals are used extensively throughout OYA to ensure that progress is made and measured during the school year.

Goal 2

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Annual Measureable Outcomes

Expected	Actual
Metric/Indicator: Community College Entrance Exam Baseline: 100% of graduating students will take Entrance Exam. 17-18: Target not Met	Community Colleges no longer use college entrance exams to determine placement. In 2018-2019, four OYA graduates enrolled in a community college, their transcripts were used to determine appropriate English and Math placement.
Metric/Indicator: Post-Secondary Education Plan Baseline: 100% of students within 60 credits of graduating will have a Post-Secondary Education Plan. 17-18 During Fall 2017 Map Your Future (MYF) has met with over 200 students throughout the 2017-2018 academic year, 33 students were assisted in fall 2017 and so far 117 students have been served this spring 2018.	18-19 contract with MAPin (formerly known as Map Your Future) was terminated. MAPin reduced its staff from four to two coaches thus impacting the amount of services provided to all OYA sites.

Each student participates in an initial meeting and from there they work with an MYF specialist that develops an individualized plan unique to that student's needs. The goal is for each student to have a plan in place for when they graduate with their high school diploma. Each goal varies depending on the student. MYF is available to support students in exploring and identifying their goal, followed by developing a plan to achieve that goal	
Metric/Indicator % of Students successfully completing CTE programs of study Baseline: OYA students can enroll in CTE courses via SIATech curriculum. Students can also take courses at the Tech Shop. SIATech also provides services through a Career Pathways grant. Students are exposed to career awareness activities in the format of career assessments, readiness/research and exploration. The approach includes: Access to an onsite SIATech career advisor, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to Advanced Manufacturing.	0% of students successfully completed a CTE program of study, however, 70 OYA students have enrolled in a SIATech CTE course or courses.

Actions / Services for Goal 2

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MAPin program: Access to an onsite MAPin specialist, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local	Contract with MAPin was terminated. MAPin reduced its staff from four to two coaches thus impacting the amount of services provided to all OYA sites.	Title I Funds: $175,000	Title I Funds: $117,194.

	Funds were reallocated:		
colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to CTE pathways	- Hire a College Liaison (partial year) @$23,480 - Hire a Mental Health Therapist (partial year) @ $49,290 - Naviance year one implementation @$11,825.01 - Additional professional development focused on blended learning, data discussion, STAR math and reading@ $31,318.99 - Remind Communications Services @ $1,280		

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
OYA students will have access to MetroEd morning and afternoon courses.	MetroEd provided limited access to CTE courses.	Title I Funds: $10,000	Title I Funds: $3,200

<u>Analysis</u>

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 goal for this year was to develop post-secondary transition plans for all OYA students. MAPin specialists were to meet with students and provide career and college exploration surveys, college visits, assist with college enrollment, and create transition plans. In addition, OYA students were provided access to Career Tech Education (CTE) courses at Silicon Valley Career Technical Education (SVCTE) Center. Unfortunately, services and staffing at MAPin and SVCTE changed and OYA could not accommodate the changes.

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

Services terminated. Funds were reallocated to fund other services and actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures and budgeted expenditures differ because services for MAPin and SVCTE were terminated.   Funds were reallocated to fund other services and actions.

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.

Goal was not changed but action/services 2.1 & 2.2 were adjusted to better service OYA students. OYA has aligned its LCAP goals with its WASC Schoolwide action plan and the goals are used extensively throughout OYA to ensure that progress is made and measured during the school year.

Goal 3

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7, 8

Annual Measureable Outcomes

Expected	Actual
Metric/Indicator: Student Survey Baseline: OYA will develop a Student Survey for all students 100% of OYA students will take the Student Survey 17-18 80% of OYA students were surveyed	100% of OYA students surveyed. Survey was embedded in Schoology.

Chronic Absenteeism Rate	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.
Student suspension rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.
Student expulsion rates	Two students were suspended from school for a physical altercation during school hours.
Efforts to seek parent input and parent participation	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA, it will be difficult for OYA to engage students' parents.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve community outreach and recruitment, including Family Nights at all sites.	Implemented Parent Engagement events at all sites. Mailed OYA advertisements to identified areas in Santa Clara County who match the OYA student and family profile.	Title I Funds: $15,000	Title I Funds: $15,000

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a tutor and mentor program for OYA students. Include intercession opportunities.	Contract with Bay Area Tutoring to provide twenty five tutors for all sites three days a week and weekends. Tutors provide individual and small group tutoring, academic coaching, and student mentoring.	Title I Funds: $50,913.81	Title I Funds: $80,000

Analysis

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

OYA has achieved the goal(s) and actions set in this area through the implementation of tutors at all sites, participation in the LCAP Stakeholder Survey, and an improved advertising plan (social media and mailer).

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

Overall, OYA is making progress in achieving each part of goal #3 as defined in the LCAP. Surveyed student agreed or strongly agreed that OYA is making progress toward the goal.   Students and staff utilize tutors at all sites. Tutors provide individual and small group tutoring sessions.

Remind, social media, and Parent Engagement events have increased parent and community awareness about OYA's mission and purpose. As result, there has been a significant increase in student enrollment this school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditure. 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

No changes were made to the goals or metrics throughout the school year. OYA has aligned its LCAP goals with its WASC Schoolwide action plan and the goals are used extensively throughout OYA to ensure that progress is made and measured during the school year.

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

There was a change to Action 3.2. Additional tutors were hired to provide services at all OYA sites.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Opportunity Youth Academy Team Meetings: The entire staff of Opportunity Youth Academy meets bi-monthly to discuss school business and refine the school programs. The OYA staff completed a needs assessment of OYA at the Team Meeting on December 14, 2018. The results of the needs assessment were used to create the 2019-20 LCAP for OYA. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA Team Meeting on May 31, 2019.

Opportunity Youth Academy School Site Council: The OYA School Site Council is formed of OYA staff, parents and students, and meets monthly during the school year. The OYA School Site Council completed a needs assessment focusing on improving the school program for English Language Learners and for all students who will benefit from the Title I funds that OYA will receive in 2019-20. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA School Site Council meeting on June 13, 2019.

Parent and Community LCAP Leadership Committee: SCCOE formed an LCAP Leadership Committee. This group met four times during the 2018-19 school year to review the LCAP (December 13, 2018; February 11, 2019; March 25, 2019; April 22, 2019. The LCAP was presented to the OYA Advisory Committee and allowed for any written comments to stakeholders questions prior to the June 25, 2019 Public Hearing on the LCAP. The committee was composed of certificated staff, community members, OYA administration, central office administrators, and other staff members.

LCAP Advisory Team: SCCOE formed an LCAP Advisory Team and this group met 15 times throughout the 2018-19 school year to assist with providing input and framing discussions on the LCAP for the Parent and Community LCAP Leadership Committee (August 16, 2018; October 1, 2018; October 29, 2018; November 28, 2018; December 6, 2018; January 29, 2019; February 4, 2019; March 6, 2019; March 18, 2019; April 9, 2019; May 13, 2019, June 3, 2019, June 12, 2019, June 17, 2019.

Impact on LCAP and Annual Update

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

The needs assessment for the LCAP involved a variety of stakeholders including certificated and classified staff members, administrators, and parents within meetings held at various OYA sites from November of 2018 through March of 2019. OYA Principal reviewed the LCAP during monthly OYA Staff meetings from August 2018 through June 2019. During the meetings, quantitative and qualitative data were reviewed to assist in prioritizing the action items based on the data and budget expenditures. Through the engagement of the cycle of inquiry, the Leadership team was able to refine and select goals for the 2019-20 LCAP cycle.

The Opportunity Youth Academy School Site Council and the Opportunity Youth Academy Team Meetings designed the actions/services and budget for the OYA LCAP. Parents and students were engaged through OYA School Site Council Meetings, English Learner Advisory Committee (ELAC) meetings, and site open houses.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Unchanged Goal

Goal 1

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3.4,5,6,7,8

Local Priorities:

Identified Need:

For academic success, OYA is aware that meeting the physical, social, and emotional needs of students is critical and strives to provide support services for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmark Exams in Reading and Math	Students assessed at 6th grade levels in Math and Reading will	Math Grade Equivalent 5.9	Avg. Grade Equivalent in Math is 6.5 an increase from 17-18	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	demonstrate one or more years of growth in reading and math.	Reading Grade Equivalent 6.2	Avg Grade Equivalent in Reading is 6.4 an increase from 17-18 The average scores listed above do not accurately represent growth because not all the same students tested more than two times.	
CAASPP in Math and ELA	Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams. Students with disabilities will increase by 50% participation in CAASPP ELA and Math.	ELA/Literacy (Number of Students 58) : 0% Standard Exceeded 10% Standard Met 16% Standard Nearly Met 74% Standard Not Met Math (Number of Students 51): 0% Standard Exceeded 0% Standard Met 8% Standard Nearly Met 92% Standard Not Met	ELA/Literacy (Number of Students 55) 2% Standard Exceeded 11% Standard Met 20% Standard Nearly Met 67 % Standard not Met Math (Number of Students 46): 0% Standard Exceeded 0% Standard Met 6% Standard Nearly Met 94% Standard Not Met Student with disabilities had a low participation rate in CAASPP ELA (50%) and Math (43.75%).	
High School Graduation Rate	Opportunity Youth Academy's graduation rate will increase by 5% per year (for example, the	OYA Graduation Rate was 25.7%. of 222 seniors.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	graduation rate would be 30.7% at the completion of the 2019-20 school year, 35.7% in 2020-2021, and 40.7% in 2021-2022).			
School Attendance Rates (work production) OYA is a Independent Study Blended Learning Model	Average Daily Attendance (ADA) will be 80% for entire school.	ADA Attendance 70.55%	ADA attendance average for 18-19 is 62.65%. A decreased of 8% from 17-18 school year.	
Degree to which teachers are appropriately assigned and credentialed in subject areas	100% of our teachers are appropriately assigned and credentialed in subject areas.	100% of OYA teachers have a single subject or multiple subject credential, and a Special Education (SPED) credential in mild/moderate or moderate/severe, or are enrolled in a Special Education (SPED) credential program.	All OYA teachers have earned credentials in both Special Education and General Education. Teachers are appropriately assigned.	
All students have sufficient access to standards-aligned instructional materials.	All students have sufficient access to standards-aligned instructional materials.	All OYA teachers have earned credentials in both Special Education and General Education. Teachers are appropriately assigned.	All OYA teachers have earned credentials in both Special Education and General Education. Teachers are appropriately assigned.	
All facilities are maintained in good repair.	All facilities are maintained in good repair.	All facilities are maintained in good repair.	All facilities are maintained in good repair.	
OYA students will continue to have access to, and will	OYA students will continue to have access to, and will be	OYA students will continue to have access to, and will	OYA students will continue to have access to, and will	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
be enrolled in, all required areas of study.	enrolled in, all required areas of study.	be enrolled in, all required areas of study	be enrolled in, all required areas of study	
OYA students are eligible to enroll and take A-G courses	OYA students are eligible to enroll and take A-G courses	OYA students are eligible to enroll and take A-G courses	OYA students are eligible to enroll and take A-G courses	
English Language Learners Progress	EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT). English Language Proficiency Assessments for California (ELPAC) will be replacing CELDT. Further clarification from CDE will be needed.	59 students tested Level 3 – 40.68% Level 1 – 38.98%	ELPAC 2018-2019 scores not yet released.	
Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute then traditional EL students in traditional school settings.	Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute then traditional EL students in traditional school settings.	Zero students reclassified	Zero students reclassified	
OYA students are eligible to enroll and take AP courses	OYA students are eligible to enroll and take AP courses	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model),	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		we do not anticipate having any students enrolling in AP courses.	Blended Learning Model), we do not anticipate having any students enrolling in AP courses.	
High School Dropout Rates	High School Dropout Rates	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates	
% of students successfully completing A-G courses	% of students successfully completing A-G courses	OYA students are eligible to enroll and take A-G courses via SIATech curriculum. Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track	OYA students are eligible to enroll and take A-G courses via SIATech curriculum. Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track	
% of students passing Advanced Placement exams	% of students passing Advanced Placement exams	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		having any students enrolling in AP courses	any students enrolling in AP courses	
% of students demonstrating college preparedness on the Early Assessment Program (EAP)	% of students demonstrating college preparedness on the Early Assessment Program (EAP)	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP	
Middle School Drop Out Rates	Middle School Drop Out Rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	

Action 1.1

SIATech Curriculum and professional develop to support blending learning strategies.

Students to be Served:

All

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SIATech Curriculum and professional development to support blending learning strategies.	SIATech Curriculum and professional development to support blending learning strategies.	SIATech Curriculum and professional development to support blended learning strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$297,600	$399,143	LCFF Supplemental and Concentration: $400,000 Title I A: $32,343
Source	LCFF, Lottery Funds	LCFF	LCFF Title I A
Budget Reference	Object Code 5800 Object Code 4200	Object Code 5830	Object Code 5830

Action   1.2

ELL students will have access to online EL curriculum and assessments used for their individualized learning.

Students to be Served:	Scope of Services:	Location(s):
English Learners	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	ELLoquence digital curriculum and professional development	Continue online access to ELLoquence curriculum for ELL students. Include professional development opportunities for teachers focused on in-class and online support strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$15,000	$30,000
Source	N/A	Title I, Part A	Title I, Part A
Budget Reference	N/A	Object Code 5830	Object Code 5830

Action   1.3

Partnership with Inclusion Collaborative will provide staff professional development, coaching & technical assistance.

Students to be Served:	Location(s):
All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Enhance the knowledge and skills of staff with professional development, coaching and technical assistance in Multi-Tiered System of Support, differentiated instruction, co-teaching and collaborative planning & problem solving.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Title I: $40,000 MTSS Grant: $25,000 CSI Funding: $55,311
Source	N/A	N/A	Title I, Part A MTSS Grant CSI Funding
Budget Reference	N/A	N/A	Object Code 5800 Object Code 9389 Object Code 5800

Action 1.4

Develop intercession and/or extended school day opportunities for student with disabilities to review with their teachers targeted Math and ELA concepts and procedures.

Students to be Served:

Students with disabilities

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Create an intercession and after school schedule for teachers and students with disabilities to review targeted Math and ELA concepts and procedures. Funds used for extra pay, materials and supplies, and student incentives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Title I: $10,000
Source	N/A	N/A	Title I, Part A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	Object Code 5800

Unchanged Goal

Goal 2

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,7,8

Local Priorities:

Identified Need:

OYA understands that students earning a high school diploma is not the finish line. It is important that students are ultimately prepared to be productive to their communities and to sufficiently earn a wage that could support a family in today's society. As such, the Back On Track model will help students create plans and provide them the tools and resources to move towards postsecondary education, as well as, the skills necessary to meet the demands of our future workforce.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student transition plans to post-secondary Pathways.	80% of Seniors will have completed a transition plan two weeks prior to graduating from Opportunity Youth Academy (December 19, June 2020)	Not Met	Not Met	
Students will take a Success Assessment to identify student needs and barriers that limits their growth and access to education.	All student 9th and 10th grades will take the Success Assessment in 2019-2020	N/A (Assessment Not Created)	N/A (Assessment Created by not fully implemented)	
OYA students enrolled in CTE courses, job training programs, and/or dual enrollment in a community college course.	20% of Students successfully completing CTE programs, job training program, and/or dual enrollment in a community college course	0% of Students successfully completing CTE programs, job training program, and/or dual enrollment in a community college course	5% of students successfully completed a job training program. 0% of students completed a CTE or dual enrollment course.	

Planned Actions / Services.

Action 2.1

Implement Naviance college and career curriculum that is aligned and sequenced toward increasingly challenging subject matter and skills needed for postsecondary entry and success. Naviance provides the curriculum for Phases I and II of the Back On Track Model: Enriched Preparation and Post-Secondary Bridging.

Students to be Served:

All

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Students will participate in career and college exploration, create post-secondary transition plans, college visits, strength inventory assessments, resumes, career inventory surveys, and apply to community colleges or trade schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$7,325.00
Source	N/A	N/A	Title I, Part A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	Object Code 5830

Action 2.2

Hire a College Liaison to support students in college and career exploration and establish transition plans to post-secondary pathways, and coordinator with OYA staff the implementation of Phases I, II, III of the Back on Track Model.

Students to be Served:	Location(s):
All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	College Liaison will support students to create post-secondary transition plans, arrange college site visits, create access to apprenticeship and internship opportunities, and provide guidance to students in college and career exploration activities. Coordinate with staff the implementation of the Back On Track Model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$94,078
Source	N/A	N/A	Title I, Part A
Budget Reference	N/A	N/A	Object Code 5898

Action 2.3

Use Career Labs as an opportunity for students to build job readiness skills and explore college/career pathways. Career Labs will provide opportunities to build partnerships with local employers and community organizations who can offer students employment opportunities, apprenticeships, internships, and support students in furthering their education and career opportunities.

Students to be Served:

All

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Year Up – Career Labs is a 40-hour career prep course that is designed for youth and young adults to master key employability skills such as communication, team work, problem-solving, time management, and career

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		readiness (resumes, interview skills, networking).
		After completion, students will participate in regular check-ins with Navigators and College Liaison to assess current or potential obstacles that interfere with post-secondary transitions and develop needed contingency plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$70,000
Source	N/A	N/A	CSI Grant
Budget Reference	N/A	N/A	Object Code 5800

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

Unchanged

Goal 3

In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,5,6,7,8

Local Priorities:

Identified Need:

The OYA community, including staff, students and parents, have identified community outreach and support for student work production as two main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey	100% of OYA students will take the Student Survey	80% of OYA students were surveyed	100% of OYA students were surveyed	
Student suspension rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	
Chronic Absenteeism Rate	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	
Student expulsion rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended	Two students were suspended from school for a physical altercation during school hours.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Learning Model) this metric will not apply.	Learning Model) this metric will not apply.		
Efforts to seek parent input and parent participation	OYA will actively involve 20% of parents	. Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA, it will be difficult for OYA to engage students' parents.	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA, it will be difficult for OYA to engage students' parents.	

Planned Actions / Services

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

Action   3.1

Provide tutorial services for all students.

Students to be Served:

All

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Professionally trained tutors from Bay Area Tutoring Association will develop and implement parent empowerment workshops, test prep, one to one and group tutoring services. Within the one to one and group tutoring services students will receive pre and post assessment exams and other evaluative measures that gauge student learning styles, reaching all student populations. 15 tutors assigned to six OYA sites, twice a week.	Professionally trained tutors from Bay Area Tutoring Association will develop and implement parent empowerment workshops, test prep, one to one and group tutoring services. Within the one to one and group tutoring services students will receive pre and post assessment exams and other evaluative measures that gauge student learning styles, reaching all student populations. 25 tutors assigned to six OYA sites, twice a week, and scheduled weekends.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$50,000	Title I: $50,000 CSI: $30,000
Source	N/A	Title I Part A	Title I Part A, CSI Grant
Budget Reference	N/A	Object Code 5800	Object Code 5800 CSI: 5800

Planned Actions / Services

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

Action **3.2**

Provide mental health services to all students.

Students to be Served:	Location(s):
All	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	A mental health therapist will be available to provide individual and/or small group therapy. The mental health therapist will also provide staff professional development trauma informed care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$140,000
Source	N/A	N/A	Title I Part A
Budget Reference	N/A	N/A	Object Code 5800

Action 3.3

Improve community outreach and recruitment, including Family Engagement opportunities at all sites.

Students to be Served:

All

Location(s):

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.	Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.	Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Title I A	Title I A	Title I A
Budget Reference	Object Code 5800	Object Code 5800	Object Code 5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$683,719	15%

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).

Services for unduplicated pupils are increased or improved by at least 15% by the implementation of the action/services described in the LCAP above that are funded and provided on a schoolwide basis. Services will grow in quality and quantity, and since all LCAP actions/services above will apply to all unduplicated students as well as all student subgroups (ELL, low income, foster), services for all unduplicated students will increase in quality and quantity. The actions/services described in the LCAP above are principally directed to and effective in meeting the school's goals and SCCOE priorities as described in the LCAP above.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

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

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

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

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

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The 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;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?