

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Sixth Grade Academy at Petaluma Junior High School

Contact  
Name and  
Title

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and  
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## 2017-20 Plan Summary

### THE STORY

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

The Sixth Grade Academy is a small school housed on the campus of Petaluma Junior High School. Opened in 2014, the vision and mission of the school is to provide a rigorous middle school experience with technology integration to support students that need or want a transition to a middle school/junior high environment. The school has 64 spots available and students apply from all over Petaluma City Schools and surrounding districts to attend the Academy. Because it is open to a wide range of students through an application process, there are students represented from 10-15 different elementary schools. This creates a diverse population with varied needs.

### LCAP HIGHLIGHTS

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

The overall budget of the Sixth Grade Academy (SGA) was decreased by 20%. This meant that there was less money to support students, particularly our low socio economic students, then in the past. That being said, the SGA team identified areas of success, namely the increase in the state math assessment scores overall and with Latino students specifically. The team aims to continue to close the math/ELA performance gap for all students, but particularly focusing on low socio economic and Latino students, that demonstrate areas of need.

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

Overall, students' performance on the state math assessment showed a 14-point increase in students that exceeded the math standard.  
All Latino students scored nearly met, met or exceeded standard on the state math assessment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

Our greatest areas of need continue to be students that do not meet standards in math and ELA, particularly Latino students and redesignated English students in ELA.

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

### PERFORMANCE GAPS

There are performance gaps between white students and Latino students in ELA performance. In addition, there are gaps between low socio economic students and their non-economically disadvantaged peers.

**INCREASED OR IMPROVED SERVICES**

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

**BUDGET SUMMARY**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$18,500.00

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

\$19,200.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$19,200.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

|  |  |
|--|--|
| <h2 style="margin: 0;">Goal<br/>1</h2> | <p>Students need access to 21<sup>st</sup> Century learning environments and tools</p> |
|--|--|

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned
2. 100% of new teachers and administrators will receive support from an induction program
3. The # of apps and the percentage of use will be collected and analyzed. (Baseline 2016)
4. 100% of school facilities will be maintained in exemplary condition

#### ACTUAL

- 100% of teachers will be appropriately credentialed to teach the classes they are assigned  
 100% of new teachers and administrators will receive support from an induction program  
 100% of school facilities will be maintained in exemplary condition

### 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 **1a**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>                 Certificated and classified employees will be hired to foster and support student learning K-12.<br/>                 Administrative services provided by district personnel will</p> | <p><b>ACTUAL</b><br/>                 Certificated and classified employees will be hired to foster and support student learning K-12.<br/>                 Administrative services provided by district personnel will be</p> |
|-------------------------|--|--|

|              |   |  |
|--------------|---|--|
|              | be reorganized to ensure student needs are met in the areas of special education and the South County Consortium. | reorganized to ensure student needs are met in the areas of special education and the South County Consortium. |
| Expenditures | <b>BUDGETED</b><br>\$36,000,000.00<br>1000's<br>\$12,000,000.00<br>2000's   | <b>ESTIMATED ACTUAL</b>  |

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 **1b**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>District and schools will set aside funds for the CCSS aligned instructional resources including: <ul style="list-style-type: none"> <li>• Open source materials</li> <li>• Electronic materials</li> <li>• Text based materials</li> <li>• Supplemental materials</li> </ul> | <b>ACTUAL</b><br>District and schools will set aside funds for the CCSS aligned instructional resources including: <ul style="list-style-type: none"> <li>• Open source materials</li> <li>• Electronic materials</li> <li>• Text based materials</li> <li>• Supplemental materials</li> </ul> |
| Expenditures     | <b>BUDGETED</b><br>\$150,000.00<br>0000/4000's  | <b>ESTIMATED ACTUAL</b><br>\$12,000.00   |

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 **1c**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>All first and second year teachers and administrators will participate in an induction program.</p> | <p><b>ACTUAL</b><br/>All first and second year teachers and administrators will participate in an induction program.<br/>There were no teachers or administrators that needed to fulfill their induction program.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>\$56,000.00<br/>4035/1000's</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$0</p>  |

ACTIONS / SERVICES

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

Action **1d**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Class size reduction will be maintained in grades 7-8.</p> | <p><b>ACTUAL</b><br/>Class size reduction will be maintained in grade 6.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>\$570,000.00<br/>0920</p>                                 | <p><b>ESTIMATED ACTUAL</b></p>   |

ACTIONS / SERVICES

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

Action

# 1e

Actions/Services

**PLANNED**  
Repairs and upgrades will be made to district facilities as identified in deferred maintenance walk through and FIT inspections.

**ACTUAL**  
Repairs and upgrades will be made to district facilities as identified in deferred maintenance walk through and FIT inspections.

Expenditures

**BUDGETED**  
\$1,640,000.00  
0000/5800/5630's

**ESTIMATED ACTUAL**  
\$0

ANALYSIS

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

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

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | All teachers that support and service the SGA are appropriately credentialed. In addition, NGSS and common core aligned curriculum for English and math was identified and purchased. In addition, the science/math teacher participated in trainings for CPM (College Prep Math) program, STEM and Makers space. The SGA continues to be housed on the campus of Petaluma Junior High School which is in exemplary condition. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.   | Because SGA has appropriately credentialed veteran teachers, resources and materials were identified and purchased, and proper training was provided, SGA continues to be a very successful program for students.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The difference between what was budgeted and what was actually spent came down to services (like the induction program) that SGA teachers did not need. In addition, the initial numbers reflected PCS district estimates versus the actual budgeted amount for SGA.   |
| 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. | We are going to maintain this goal overall, but the actions and services are going to change to reflect our ongoing work to provide the best comprehensive instruction the teachers can in ELA, math, Science and history. The changes will be reflected in the Goals, Actions and Services for next year (2017-18).   |



# Goal 2

All students will graduate from PCS college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. PCS graduation rates will remain at or above the county and state rates. Data will be disaggregated by subgroup.
2. 60% of students will reach achievement level 3 or 4 on the SBAC ELA and Math.
3. 50% of EL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC
4. 100% of PCS teachers will attend training on the integration of CCSS instruction with technology as reported to principals on PD plans/proposals.
5. 30% of teachers of EL students will attend training on the alignment of instruction with NG-ELD standards.
6. An additional 5% of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessment (Baseline data July 2015)
7. An additional 5% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015)

### ACTUAL

1. The desired outcome was met—PCS graduation rates remained above county and state rates for “all students” and each subgroup. All SGA students were promoted to 7<sup>th</sup> grade.

PCS Graduation Rates (Class of 2015)

| Subgroup                        | Petaluma City Schools | Sonoma County | State |
|---------------------------------|-----------------------|---------------|-------|
| <b>All students</b>             | <b>90.9%</b>          | 82.9%         | 82.3% |
| English Learners                | <b>86.1%</b>          | 72.2%         | 69.4% |
| Foster Youth                    | <b>100%</b>           | 37.0%         | 49.7% |
| Socioeconomically Disadvantaged | <b>86.1%</b>          | 75.4%         | 77.7% |
| Special Ed                      | <b>70.0%</b>          | 59.3%         | 64.5% |
| Asian                           | <b>93.8%</b>          | 90.9%         | 92.6% |
| African American                | <b>100%</b>           | 72.1%         | 70.8% |
| Filipino                        | <b>100%</b>           | 91.7%         | 93.0% |
| Hispanic/Latino                 | <b>88.4%</b>          | 78.6%         | 78.5% |
| Two or More Races               | <b>96.9%</b>          | 86.1%         | 86.0% |
| White                           | <b>91.2%</b>          | 86.8%         | 88.0% |

2. The desired outcome was met—only in ELA for the secondary district.

SBAC ELA & Math Results (Spring 2016).

8. Annually increase the percentage of students graduating completing A-G requirements by 5%. Data will be disaggregated by subgroup

9. 60% CTE classes will be aligned to state approved career and CTE standards.

10. 100% of students will have access to all required areas of study, including unduplicated students and students with exceptional needs.

11. An additional 5% of identified subgroup participants will enroll in Accelerated, AP or Honors classes. An additional 5% of identified subgroup students will pass AP subject area assessments with a 3 or higher.

12. An additional 5% of students will score ready on the EAP in ELA and math. 80% students will participate in EL

13. An additional 5% of EL students who are continuously enrolled in the district for six years will be re-designated.

14. District EL student re-designation rate will remain above the county and state rates.

15. An additional 1% of EL students will meet English proficiency as measured by CELDT. District will meet all AMAOs.

16. The percentage of student designated as long-term EL students will decrease by 5% annually.

17. An additional 3% of students will receive the Seal of Biliteracy at graduation.

18. An additional 5% of Spanish language/immersion students will score proficient at or near grade level proficiency in Spanish. (Baseline 2016) *NOTE:* The Academic Performance Index (API) is not applicable now.

| District   | Exam | Level 3 (Standard Met) | Level 4 (Standard Exceeded) | Total at Level 3 or 4 |
|------------|------|------------------------|-----------------------------|-----------------------|
| Elementary | ELA  | 31%                    | 23%                         | 54%                   |
|            | Math | 27%                    | 18%                         | 45%                   |
| Secondary  | ELA  | 41%                    | 22%                         | 63%                   |
|            | Math | 27%                    | 19%                         | 48%                   |

SGA students: ELA: 28% (level 4), 41% (level 3) = 69%

SGA students: Math: 24% (level 4), 34% (level 3) = 58%

3. The desired outcome was not met—none of the targeted subgroups met the goal of 50% achievement at level 3 or 4 in ELA and Math on SBAC.

*SBAC ELA & Math results for foster youth were not reported by the state.*

**SBAC ELA & Math Results (Spring 2016)**

| Elementary (Non-Charter)        | Exam | Level 3 (Standard Met) | Level 4 (Standard Exceeded) | Total at Level 3 or 4 |
|---------------------------------|------|------------------------|-----------------------------|-----------------------|
| English Learners                | ELA  | 16%                    | 0%                          | 16%                   |
|                                 | Math | 8%                     | 1%                          | 9%                    |
| Socioeconomically Disadvantaged | ELA  | 23%                    | 8%                          | 31%                   |
|                                 | Math | 16%                    | 4%                          | 20%                   |
| Foster Youth                    | ELA  | N/A                    | N/A                         | N/A                   |
|                                 | Math | N/A                    | N/A                         | N/A                   |
| Special Ed                      | ELA  | 14%                    | 7%                          | 21%                   |
|                                 | Math | 10%                    | 5%                          | 15%                   |

| Secondary        | Exam | Level 3 (Standard Met) | Level 4 (Standard Exceeded) | Total at Level 3 or 4 |
|------------------|------|------------------------|-----------------------------|-----------------------|
| English Learners | ELA  | 13%                    | 0%                          | 13%                   |

4. The desired outcome was not measured—no central tracking system was enacted to collect participation in professional development opportunities. There was a total of five (5) staff development days, which included training sessions in a variety of areas, including the integration of CCSS instruction with technology as one of the options. Teachers also attended site-initiated trainings as reported to principals on PD plans/proposals, and as included in each school's board approved Single Plan for Student Achievement (SPSA).

5. The desired outcome was not met—only 9% of K-8 teachers of EL students received training on the alignment of instruction with NG-ELD standards. Training for the remaining teachers has been moved to Fall 2017.

6. The desired outcome was not met—there was a decline of 5% of third grade students who were proficient in reading as measure by SBAC.

SBAC Reading Results

| 3 <sup>rd</sup> Grade Students    | Spring 2015 | Spring 2016 | Change |
|-----------------------------------|-------------|-------------|--------|
| Met or Exceeded Reading Standards | 52%         | 47%         | -5%    |

RenLearn (Renaissance Learning) Star Reading Results

| 3 <sup>rd</sup> Grade Students | 2014-2015 | 2015-2016 | Change |
|--------------------------------|-----------|-----------|--------|
| % At or Above Grade Level      | 29.4%     | 36%       | +6.6%  |

7. The desired outcome was not met—while an additional 7% of fifth grade students met or exceeded the standards as measured by SBAC, for the portions of the assessment that contained fractions (Claim 1, Targets E & F) the results indicate no change in proficiency.

SBAC Math Results

| 5 <sup>th</sup> Grade Students                                      | Spring 2015 | Spring 2016 | Change    |
|---|-------------|-------------|-----------|
| Met or Exceeded Math Standards                                      | 36%         | 43%         | +7%       |
| Performance Level Achievement for Claim 1, which includes Fractions | 63%         | 63%         | No change |

8. The desired outcome was met—an increase of 6% of “all students” who graduated in 2015 completed A-G requirements.

Graduates Completing A-G Requirements

| Subgroup         | 2013-2014 | 2014-2015 | Change |
|------------------|-----------|-----------|--------|
| All Students     | 33.7%     | 39.7%     | +6%    |
| Asian            | 62.5%     | 75%       | +12.5% |
| Filipino         | N/A       | N/A       | N/A    |
| Hispanic/Latino  | 25.3%     | 23.5%     | -1.8%  |
| African American | N/A       | N/A       | N/A    |
| White            | 36.1%     | 43.4%     | +7.3%  |

9. The desired outcome was met—75% of CTE classes are aligned to state approved career and CTE standards.

10. The desired outcome was met—all students have access to all required

areas of study, including unduplicated students and students with exceptional needs, as measured by a review of school master schedules and counselor verification of student placement. In 2016-2017, PCS updated its Math Placement policy, in accordance with SB 359, and established a new practice for how all students can access Accelerated/Honors/Advanced courses.

11. The desired outcome was not met—there was a decline of 1.92% in AP or Honors class enrollment for “all students”, and a decline for most subgroups.

**Enrollment in AP/Honors Classes**

| Subgroup            | 2015-2016     | 2016-2017     | Change        |
|---------------------|---------------|---------------|---------------|
| <b>All Students</b> | <b>27.81%</b> | <b>25.89%</b> | <b>-1.92%</b> |
| Asian               | 6.44%         | 6.70%         | +0.26%        |
| Filipino            | 1.69%         | 1.36%         | -0.33%        |
| Ethnic              | 21.00%        | 20.65%        | -0.35%        |
| African American    | 1.46%         | 1.12%         | -0.34%        |
| White               | 74.48%        | 76.24%        | +1.76%        |
| FRL                 | 20.92%        | 19.54%        | -1.38%        |

The desired outcome was met—only for the Asian subgroup that increased its AP subject area assessments passage rate by 5.9%. For all other subgroups, the desired outcome was not met.

**AP Exam Results (Scores of 3 or higher/out of 5)**

| Subgroup            | Spring 2015  | Spring 2016  | Change       |
|---------------------|--------------|--------------|--------------|
| <b>All Students</b> | <b>63.8%</b> | <b>62.7%</b> | <b>-1.1%</b> |
| Asian               | 62.1%        | 68%          | +5.9%        |
| Hispanic/Latino     | 59%          | 57.5%        | -1.5%        |
| African American    | *            | *            | *            |
| White               | 65.6%        | 64.7%        | -0.9%        |
| FRL                 | 63.6%        | 59.1%        | -3.5%        |

\*Data not published—less than 10 students

12. The desired outcome was not met—there was an increase of 3% of students who scored ready on the EAP in ELA; and there was a decline of 2% of students who scored ready on the EAP in Math.

The desired outcome was met—93% of students participated in the EAP in ELA, and 95% of students participated in the EAP in Math.

**Early Assessment Program (EAP) Results & Participation**

| 11 <sup>th</sup> Grade Students | Spring 2015 | Spring 2016 | Change |
|---------------------------------|-------------|-------------|--------|
| Ready in ELA                    | 27%         | 30%         | +3%    |
| Ready in Math                   | 16%         | 14%         | -2%    |
| Participation in ELA            | -           | 93%         |        |
| Participation in Math           | -           | 95%         |        |

13. The desired outcome was not met—we were unable to disaggregate the data to track re-designation rate for only the students continuously enrolled in our district for six years or more.

14. The desired outcome was not met—for elementary district EL students. The re-designation rate was below the county and state rates.

The desired outcome was met—for secondary district EL students. The re-designation rate remained above the county and state rates.

#### EL Student Re-Designation Rates

|                     | Elementary | Secondary | Sonoma | State |
|---------------------|------------|-----------|--------|-------|
| Re-designation rate | 9.7%       | 23.5%     | 10.0%  | 11.2% |

15. The desired outcome was not met—there was a decline of 1% in elementary EL students who met English proficiency as measured by the CELDT; for secondary EL students there was no change.

The desired outcome was met—the district met or exceeded all AMAOs.

#### CELDT Results

| EL Students | 2014-2015 | 2015-2016 | Change    |
|-------------|-----------|-----------|-----------|
| Elementary  | 42%       | 41%       | -1%       |
| Secondary   | 65%       | 65%       | No change |

16. The desired outcome was not measurable. The only long-term EL student information available was baseline data from 2015-2016, as one of the factors is SBAC ELA results, this data was not available for 2016-2017. This data will be tracked next year.

#### Long-Term EL Students Baseline Data

|            | 2015-2016 | 2016-2017 | Change |
|------------|-----------|-----------|--------|
| Elementary | 48.9%     | N/A       | -      |
| Secondary  | 53.2%     | N/A       | -      |

17. The desired outcome was not met—there was a decline of 1.6% in the percentage of students who received the Seal of Biliteracy at graduation.

Graduates Earning the Seal of Biliteracy

|   | 2014-2015 | 2015-2016 | Change |
|---|-----------|-----------|--------|
| <b>Graduates receiving Seal of Biliteracy</b> | 14.7%     | 13.2%     | -1.5%  |

18. The desired outcome was not measurable. No official assessment was given to measure Spanish language proficiency or establish baseline data.

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 **2a**

Actions/Services

**PLANNED**

SGA and PCS are committed to providing instructional services that ensure students become effective communicators, critical and creative thinkers, and collaborative team members. Decision-making regarding curriculum and instruction is made in a collaborative committee process that focuses on CCSS ELA and Math, NGSS, ELD-NG and the curriculum frameworks provided by the state of California. Committee members are representatives of their constituents and hold a responsibility to communicate information and decisions made within their committee work. Consultants may be hired to support committees.

**ACTUAL**

SGA and PCS are committed to providing instructional services that ensure students become effective communicators, critical and creative thinkers, and collaborative team members. Decision-making regarding curriculum and instruction is made in a collaborative committee process that focuses on CCSS ELA and Math, NGSS, ELD-NG and the curriculum frameworks provided by the state of California. Committee members are representatives of their constituents and hold a responsibility to communicate information and decisions made within their committee work. Consultants may be hired to support committees.

Expenditures

**BUDGETED**

\$12,000.00  
4035/1000's

**ESTIMATED ACTUAL**

\$500

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 **2b**

Actions/Services

Expenditures

|   |  |
|---|--|
| <p><b>PLANNED</b></p> <p>Professional learning must be personalized and customized to meet the needs of individual and groups of teachers in order to best promote continued professional growth. Professional learning will focus on the development of increasingly personalized, active learning environment and instruction for all students, An emphasis will be placed on CCSS ELA and Math, NGSS and NG-ELD and the CA curricular frameworks. In order to support on-going professional learning:</p> <ul style="list-style-type: none"> <li>• 5 Professional Development Days</li> <li>• 2 TOSAs to support tech integration</li> <li>• Petaluma Learning Network (PLN)</li> <li>• Wednesday shorten days</li> <li>• Attendance at conferences</li> <li>• Virtual Learning Opportunities</li> </ul> <p>Professional development plans and proposals</p> | <p><b>ACTUAL</b></p> <p>Professional learning must be personalized and customized to meet the needs of individual and groups of teachers in order to best promote continued professional growth. Professional learning will focus on the development of increasingly personalized, active learning environment and instruction for all students, An emphasis will be placed on CCSS ELA and Math, NGSS and NG-ELD and the CA curricular frameworks. In order to support on-going professional learning:</p> <ul style="list-style-type: none"> <li>• 5 Professional Development Days</li> <li>• 2 TOSAs to support tech integration</li> <li>• Petaluma Learning Network (PLN)</li> <li>• Wednesday shorten days</li> <li>• Attendance at conferences</li> </ul> <p>Professional development plans and proposals</p> |
| <p><b>BUDGETED</b></p> <p>TOSA<br/>\$189,234.00<br/>0920/1000s</p> <p>PD Days<br/>\$350,000.00<br/>0920</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>\$1500.00</p>  |

ACTIONS / SERVICES

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

Action **2c**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <b>PLANNED</b><br><br>Accelerated courses will be open to all students who are willing to challenge themselves academically. Support structures will be identified for non-traditional students. | <b>ACTUAL</b><br><br>There are no accelerated courses at the Sixth Grade Academy at this time.<br>Support structures will be identified for non-traditional students. |
| Expenditures     | <b>BUDGETED</b><br><br>No Additional Cost  | <b>ESTIMATED ACTUAL</b><br><br>\$0  |

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 **2d**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br><br>Students in 7-8 will have the opportunity to participate in a comprehensive Spanish 1 program. Where possible, one content area will offer instruction in Spanish. | <b>ACTUAL</b><br><br>Students had the opportunity to take an introductory Spanish class as their elective. |
|------------------|--|--|



|              |                      |                         |
|--------------|----------------------|-------------------------|
|              | <b>BUDGETED</b>      | <b>ESTIMATED ACTUAL</b> |
| Expenditures | \$187,181.00<br>0920 |                         |

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 **2e**

|                  |   |  |
|------------------|---|--|
|                  | <b>PLANNED</b>  | <b>ACTUAL</b>  |
| Actions/Services | <p>Students K-12 will participate in a comprehensive assessment program that will monitor their progress and assist teachers in providing personalized instruction. Formative and summative assessments will continue to be identified and implemented in grades K-12. Resources include Ren Learn Star Literacy K-8, SBAC formative, interim, and summative assessments, and teacher created assessments. A student data management system will be used to monitor progress, disaggregate data, and assist in instruction decisions.</p> | <p>SGA students will participate in a comprehensive assessment program that will monitor their progress and assist teachers in providing personalized instruction. Formative and summative assessments will continue to be identified and implemented. Resources include Ren Learn Star Literacy K-8, SBAC formative, interim, and summative assessments, and teacher created assessments. Teachers monitored and tracked the data to assist in instructional decisions.</p> |
|                  | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>  |
| Expenditures     | \$25,000.00<br>0000/1000's/5800   | \$1000   |

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 **2f**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b></p> <p>All schools will implement a multi-tiered system of supports in order to increase the academic achievement of all students. Additional staff maybe hired. In 16/17, Co-teaching will be developed in grades 7-8 with the intention of expanding the program in 17/18. Intervention teachers will be hired in ELA K-6 and Math 7-12.</p> | <p><b>ACTUAL</b></p> <p>SGA worked to implement a multi-tiered system of supports in order to increase the academic achievement of all students. No additional teachers or intervention specialists were hired.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b></p> <p>Reading Specialists<br/>\$44,589.00<br/>0920<br/>Math Inter<br/>182,190.00</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>   |

ACTIONS / SERVICES

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

Action **2g**

|                         |                       |                      |
|-------------------------|-----------------------|----------------------|
| <p>Actions/Services</p> | <p><b>PLANNED</b></p> | <p><b>ACTUAL</b></p> |
|-------------------------|-----------------------|----------------------|

|              |   |   |
|--------------|---|---|
|              | <p>All ELL students will participate in both designated and integrated daily ELD program aligned to Next Generation ELD standards.</p> <ul style="list-style-type: none"> <li>Teachers will be trained in ELD methods</li> <li>ELD materials will be purchased</li> <li>RFEP students' progress will be monitored</li> <li>Bilingual personnel will be hired to support student learning, engagement, and parent involvement</li> </ul> | <p>The Sixth Grade Academy did not have any designated ELD students this year.</p> <ul style="list-style-type: none"> <li>RFEP students' progress will be monitored by ELA teacher</li> <li>Bilingual staff was hired to assist in the office to contact parents and support students, when appropriate, with needs outside the classroom.</li> </ul> |
| Expenditures | <p><b>BUDGETED</b></p> <p>Personnel<br/>\$995,000.00<br/>0920</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>   |

**ACTIONS / SERVICES**

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

Action **2h**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>A 4-5 week summer school will be provided for identified students in grades 7-8. Summer Programs will include:</p> <ul style="list-style-type: none"> <li>Grade 7-8 summer school</li> </ul> <p>Personnel will be hired</p> | <p><b>ACTUAL</b></p> <p>The Sixth Grade Academy students that may need additional support transitioning to junior high will be asked to attend a summer school program, if the district provides summer school for 6<sup>th</sup> graders.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>\$125,000.00</p>   | <p><b>ESTIMATED ACTUAL</b></p>   |

|      |     |
|------|-----|
| 0920 | \$0 |
|------|-----|

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 **2i**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br><br>Preschool experiences will be provided to children and their families to promote both academic and social development. Programs include, AVANCE, Ready for K, Pasitos. | <b>ACTUAL</b><br><br>There are no preschool programs at SGA nor are they needed. |
|                  | <b>BUDGETED</b><br><br>Grant Funded  | <b>ESTIMATED ACTUAL</b><br><br>\$0   |
| Expenditures     |  |  |

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.   | <p>SGA teachers attended and participated in a wide range of professional development and learning. Shortened Wednesday meetings, PLN meetings, professional development days and support from our TOSAs were all utilized this year to collaborate with colleagues, lesson and unit plan, discuss strategies and interventions that should be implemented and for continued technology integration.</p> <p>Future training and support for RTI (multi-tiered interventions and support) and ELA/ELD framework will continue to be an area of focus, as there is much work to do in that area.</p> <p>Continuing to refine and use formative and summative assessments to drive instruction will need to be addressed. SGA needs to look into a replacement or renewal of Star/Renaissance Learning or some other monitoring technology or program.</p> |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.   | <p>The overall the actions and services were not as effective as they could have been. The goal is to narrow the focus and have fewer actions/services so that the emphasis can be placed on them and not spread out all over.</p>  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | <p>Some of the programs, like preschool and accelerated programs, do not apply to SGA. That is the major reason for the differences between budgeted expenditures and estimated actual expenditures.</p>  |
| 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. | <p>SGA will be eliminating the actions and services around preschool and accelerated programs. This will be reflected in next year’s Goals, Actions and Services page.</p> <p>The actions and services will be narrowed and several will be eliminated, so that SGA’s teachers staff and admin can really focus in on the students’ needs.</p>  |

# Goal 3

PCS community will be involved and included in the education of PCS students, including the decision making process.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 100% of parents will use AERIES SIS to access student academic and attendance information.
- 80% of parents will attend informational events and/or receive information regarding college and career readiness. Data will be disaggregated by significant subgroups.
- 80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School. Data will be disaggregated by significant subgroups.
- 100% of parents of EL preschoolers will be invited to participate in preschool activities that support both academic and socioemotional growth.
- 10% of parents will participate in school/district decision-making structures such as DLT, SSC, and DELAC. Data will be disaggregated by significant subgroups.
- The PCS website and Parent App will be updated with current information important to PCS families and community.

### ACTUAL

- The desired outcome was met—100% of SGA parents have created AERIES Student Information System (SIS) parent portal accounts to access student academic and attendance information.
- The desired outcome was not measured—informational events were held at the Jr. High and High Schools to share information regarding college and career readiness requirements but attendance data was not been tracked.
- The desired outcome was met—all 6<sup>th</sup> grade families were invited to a Jr. High Preview Night using multiple communication methods. Attendance was high and additionally, videos will be prepared to archive counselor presentations for future viewing/access. Success in Jr. High and High Schools were topics of the presentations.
- The desired outcome was met—100% of parents of EL preschoolers were invited to participate in preschool activities that support both academic and socioemotional growth.
- The desired outcome was not met—a minimal number of parents participated in school/district decision-making structures such as DLT, SSC, and DELAC. The number of participants ranged from as little as 10 participants to as many as 20.

6. The desired outcome was met—the PCS website was launched on Nov. 12, 2016. The parent app was updated and maintained. Both are being continuously updated and used to share information. The Kenilworth Junior High website was also updated to the new web platform.

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 **3a**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Parents will have access to both the AERIES portal and PCS app increasing real time communication.</p> | <p><b>ACTUAL</b></p> <p>All parents have access to AERIES and Remind app increasing real time communication.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>\$25,000.00<br/>0000/1000's/2000's/5800</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>  |

ACTIONS / SERVICES

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

Action **3b**

|                  |                       |                      |
|------------------|-----------------------|----------------------|
| Actions/Services | <p><b>PLANNED</b></p> | <p><b>ACTUAL</b></p> |
|------------------|-----------------------|----------------------|

|              |   |  |
|--------------|---|--|
| Expenditures | Parent information events and communications will be increased ensuring that increasing numbers of students and their families understand career and colleges choices and pathways. | SGA has not held nor organized any parent nights regarding College and Career choices. |
|              | <b>BUDGETED</b><br>No Additional Costs  | <b>ESTIMATED ACTUAL</b><br>\$0   |

**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 **3c**

|              |  |   |
|--------------|--|---|
| Expenditures | <b>PLANNED</b><br>School and district advisory councils will continue to provide input to school and district programs. SSC, ELAC, and DELAC are included. | <b>ACTUAL</b><br>School and district advisory councils will continue to provide input to school and district programs. SGA has not held an ELAC or DELAC as it does not have ELD students in the program. |
|              | <b>BUDGETED</b><br>No Additional Costs   | <b>ESTIMATED ACTUAL</b><br>\$0  |

**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 **3d**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>On-going reports to the board will provide program monitoring updates.</p> | <p><b>ACTUAL</b></p> <p>On-going reports to the board will provide program monitoring updates.<br/>SGA is scheduled to present to the Board once, like other elementary schools in the district.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>No Additional Costs</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>  |

ACTIONS / SERVICES

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

Action **3e**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>The Family Resource (FRC) at McDowell will provide comprehensive support to the families most in need in PCS. Collaboration with community partners will expand services to our families.</p> | <p><b>ACTUAL</b></p> <p>We would refer and give this information to any family that may be in need. So far, we have yet to share this information with any families at SGA.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>\$22,066.00<br/>0920/1000's</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>   |

ACTIONS / SERVICES

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

Action **3f**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <b>PLANNED</b><br><br>A Communications coordinator will be hired to increase internal and external communication with an emphasis on increasing access to ELL, SED and FY students and their families. | <b>ACTUAL</b><br><br>A Communications coordinator was hired to increase internal and external communication with an emphasis on increasing access to ELL, SED and FY students and their families. SGA has worked with the Communications coordinator to begin to re-do and re-launch SGA's website. He has also helped to advertise about the school's Preview Night. |
| Expenditures     | <b>BUDGETED</b><br><br>\$124,000.00<br>0920/1000's   | <b>ESTIMATED ACTUAL</b><br><br>\$0  |

**ANALYSIS**

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

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

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

All students and parents are walked through the process to log into their AERIES (online grading system) account. In addition, both teachers are using the Remind app that gives text messages regarding homework, deadlines and other pertinent information that students and parents need. They also send a Friday email that recaps the week and gives notice for upcoming events, activities and assessments.  
The one area that was not addressed at all was the action about setting up College/Career nights for parents.

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

SGA has been very effective in working through the actions and services to achieve this goal. Communication has been increased and students and parents are given vital information to insure success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures and estimated actual expenditures was about what PCS allocated for the expenditure district wide and what the SGA was responsible for.

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

The actions about the communications coordinator and the Family Resource Center will be eliminated as they do not directly pertain to our students and families. These changes will be located in the new Goals, Actions and Services for 2017-18.

**Goal  
4**

All students will be engaged and supported to meet the rigor required to be a 21st century citizen

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. District attendance rates will be maintained at or above 93%. Chronic absenteeism will be maintained below 1%.
2. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014)
3. Drop out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates will be maintained or lowered at both the Junior High and High School levels.
4. The expulsion rate will maintain at or below 0.6%.
5. The number of students suspended annually will decrease by 5%.

**ACTUAL**

1. The desired outcome was met—SGA’s attendance rate was 96.6%. Chronic absenteeism rates were not available.
2. The desired outcome was not measured—this data is collected by West Ed and the district did not contract for this service this year. SGA does not participate in the CHKS.
3. The desired outcome was not met--the 2015 district dropout rate was 3.5%. This includes Gateway to College Academy (charter) students whose dropout rate was 38.9%. The dropout rate at Casa Grande was 2.3% and for Petaluma High it was 0.6%.
4. The desired outcome was met—the combined district expulsion rate for the 2015-2016 was 0.43%.

Expulsion Rate

|                   | 2014-2015 |               | 2015-2016 |               |
|-------------------|-----------|---------------|-----------|---------------|
|                   | #         | Combined Rate | #         | Combined Rate |
| <b>Elementary</b> | 1         | 0.51%         | 1         | 0.43%         |
| <b>Secondary</b>  | 37        |               | 31        |               |

5. The desired outcome was not met—the number of students suspended annually decreased by 3.6% for the elementary, however there was an increase of 10.2% for the secondary.

Students Suspended Annually

|  | 2014-2015 | 2015-2016 | Change |
|--|-----------|-----------|--------|
|  |           |           |        |

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 **4a**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified that will help the student and their family improve attendance.</p> | <p><b>ACTUAL</b></p> <p>Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified that will help the student and their family improve attendance.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>No Additional Costs</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>   |

ACTIONS / SERVICES

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

Action **4b**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Universal prevention and intervention programs such as Caring Schools Communities, Toolbox, Safe School Ambassadors, and other programs that support a positive school climate will be implemented.</p> <p>Guidance Specialists will be hired to provide individual</p> | <p><b>ACTUAL</b></p> <p>The teachers have worked with the administration and counselors to help to create and sustain a positive school climate. Emphasis on teambuilding, community and thoughtfulness has been worked on through activities in the classroom, events and attendance of sixth grade camp/outdoor education.</p> <p>Guidance Specialists at SGA/PJHS are used to provide individual and</p> |
|------------------|--|---|

|              |   |   |
|--------------|---|---|
|              | and small group support to students most in need. | small group support to students most in need. |
|              | <b>BUDGETED</b>                                   | <b>ESTIMATED ACTUAL</b>                       |
| Expenditures | Personnel<br>\$294,200.00<br>0920                 | \$0   |

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 **4c**

|                  |   |  |
|------------------|---|--|
|                  | <b>PLANNED</b>  | <b>ACTUAL</b>  |
| Actions/Services | The district will work in partnership with community agencies to promote preschool education, academic support, health, wellness, and school climate programs. Childcare maybe provided for afterschool programs and parent meetings. | SGA partners with PJHS and their community partners to promote education, academic success, mental health and wellness programs. |
|                  | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>  |
| Expenditures     | No Additional Costs   | \$0  |

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

**4d**

Actions/Services

**PLANNED**

Expanded enrichment opportunities will connect students to both extra and co-curricular activities in order to enhance their engagement in the educational process. Coordination will be provided from the district level, ensuring all students have access to opportunities. A Student Program Development Program Manager will be hired. Transportation may be provided.

**ACTUAL**

Expanded enrichment opportunities will connect students to both extra and co-curricular activities in order to enhance their engagement in the educational process. Coordination will be provided from the district level, ensuring all students have access to opportunities. A Student Program Development Program Manager will be hired. Transportation may be provided.

Expenditures

**BUDGETED**

\$115,000.00  
0920/1000s

**ESTIMATED ACTUAL**

\$0

**ANALYSIS**

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

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

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

SART and SARB are fully implemented and followed, as well as a fully tracked attendance system.  
SGA students are invited to participate in any and all enrichment activities, counseling, wellness, and school climate programs.

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

SGA does not have access to after school programs or enrichment. The school does not have homework support either, unless it the current teachers stay after school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures versus actuals reflect the difference in what was spent by Petaluma City Schools. These services were shared among all schools in the district.

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.

This goal needs to be adjusted to be more specific to the SGA.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE



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

The LEA and site administration consulted with SGA's teachers multiple times throughout the year to discuss the review, annual goals and progress. August 15, 2016, October 11, 2016, February 15, 2017 and April 4, 2017.

In addition, support staff like counselors, account clerk, and office staff was continually consulted to help support SGA students and the overall program.

A survey was sent out to SGA parents and students to gain feedback about the program and suggestions for improvement.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

After consulting with the teachers, staff that support the SGA, and the data returned from student and parent surveys, it became clear that our goals needed to be adjusted to truly match what SGA was/is working on, what SGA's needs are, and it's unique challenges as a small school.

We also identified resources and money to better support our ELA program and strengthen our science instruction. A lot of that has to do with obtaining teaching materials, resources for students and providing time/training for the teachers in ELA/ELD framework and NGSS (Next Generation Science Standards). There were also some technology needs identified.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

|                      |  |                                   |                                    |
|----------------------|--|-----------------------------------|------------------------------------|
|                      | <input checked="" type="checkbox"/> New                                | <input type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
| <b><u>Goal 1</u></b> | SGA will decrease the number of office referrals and suspensions by 5% |                                   |                                    |

### State and/or Local Priorities Addressed by this goal:

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

### Identified Need

The number of office referrals and suspensions increased significantly in 2016-17 from previous years. The teachers and administration identified this as an area of need because of the increase and the impact it has had on the school climate and student achievement.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators                   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------------|----------|---------|---------|---------|
| Number of office referrals           | 44       |         |         |         |
| Number of suspensions                | 4        |         |         |         |
| Number of parent/teacher conferences | 86       |         |         |         |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| Create a criteria and implement a Honor Roll, Principal's List and "On a Roll" Award system   | Revise and implement the Honor Roll, Principal's List and "On a Roll" Award system   | Revise and implement the Honor Roll, Principal's List and "On a Roll" Award system   |
| Create and participate in the "First Three Days" program to kick off school (community building, sense of belonging, school identity, and excitement for the year). | Revise and implement the "First Three Days" program to kick off school (community building, sense of belonging, school identity, and excitement for the year). | Revise and implement the "First Three Days" program to kick off school (community building, sense of belonging, school identity, and excitement for the year). |
| Create and implement restorative practices inside/outside the classroom.<br>Teacher training. Revising and revisiting current discipline practices.                 | Revise and implement restorative practices inside/outside the classroom.<br>Teacher training. Revising and revisiting current discipline practices.            | Revise and implement restorative practices inside/outside the classroom.   |

BUDGETED EXPENDITURES

| <b>2017-18</b>   |                             | <b>2018-19</b>   |  | <b>2019-20</b>   |  |
|------------------|-----------------------------|------------------|--|------------------|--|
| Amount           | \$1,500.00                  | Amount           |  | Amount           |  |
| Source           | Supplemental, discretionary | Source           |  | Source           |  |
| Budget Reference |                             | Budget Reference |  | Budget Reference |  |

X New                       Modified                       Unchanged

## Goal 2

Students need access to 21<sup>st</sup> Century learning environments and tools

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline   | 2017-18 | 2018-19 | 2019-20 |
|--|--|---------|---------|---------|
| All students attending Outdoor Education   | 49/51 students attended Outdoor Education  |         |         |         |
| All students have access to CCSS and NGSS aligned materials and resources  | Science curriculum is still be reviewed and assessed to be NGSS compliant and aligned. 4/6 units are aligned with the standards.   |         |         |         |
| All students will have access to 21 <sup>st</sup> century learning environments (flexible learning spaces, technology and engaging curriculum) | All students have iPads. A chromebook cart was purchased at the end of the 2016-17 school year. While new furniture was purchased, it is not moved or rearranged to reflect engagement or need of the lesson/unit. |         |         |         |

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

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

OR

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

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

ACTIONS/SERVICES

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New Modified X Unchanged   | <input type="checkbox"/> New Modified X Unchanged   |
| All students will attend outdoor education (NGSS aligned) with free/reduced lunch students receiving financial support/scholarships, when needed.  | All students will attend outdoor education (NGSS aligned) with free/reduced lunch students receiving financial support/scholarships, when needed.   | All students will attend outdoor education (NGSS aligned) with free/reduced lunch students receiving financial support/scholarships, when needed.   |
| Professional development will be provided to all teachers in order to grow their skills, amass resources and materials for CCSS and NGSS curriculum (including CUE, Google, Apple, Common Sense Media or other tech integration workshops/conferences) | Professional development will be provided to all teachers in order to grow their skills, amass resources and materials for CCSS and NGSS curriculum. (Including CUE, Google, Apple, Common Sense Media or other tech integration workshops/conferences) | Professional development will be provided to all teachers in order to grow their skills, amass resources and materials for CCSS and NGSS curriculum. (Including CUE, Google, Apple, Common Sense Media or other tech integration workshops/conferences) |

BUDGETED EXPENDITURES

| 2017-18          | 2018-19          | 2019-20          |
|------------------|------------------|------------------|
| Amount           | \$15,000.00      | Amount           |
| Source           | discretionary    | Source           |
| Budget Reference | Budget Reference | Budget Reference |

New
  Modified
  Unchanged

## Goal 3

Increase attendance rate by .5%

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The Sixth Grade Academy's average daily attendance was 96.85% during the 2015-16 school year. This was a decrease of 1.25% from the year prior.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

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

|                          |        |  |  |  |
|--------------------------|--------|--|--|--|
| Average daily attendance | 97.22% |  |  |  |
|                          |        |  |  |  |
|                          |        |  |  |  |

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

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

OR

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

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

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Create and implement an attendance incentive plan.   | Revise and implement an attendance incentive plan.   | Revise and implement an attendance incentive plan.   |



Communicate multiple ways with parents (newsletter, Friday email, and reminder emails) about the importance of attendance and share our goal with parents and students.

Communicate multiple ways with parents (newsletter, Friday email, and reminder emails) about the importance of attendance and share our goal with parents and students.

Communicate multiple ways with parents (newsletter, Friday email, and reminder emails) about the importance of attendance and share our goal with parents and students.

**BUDGETED EXPENDITURES**

| 2017-18          |               | 2018-19          |  | 2019-20          |  |
|------------------|---------------|------------------|--|------------------|--|
| Amount           | \$500.00      | Amount           |  | Amount           |  |
| Source           | Discretionary | Source           |  | Source           |  |
| Budget Reference |               | Budget Reference |  | Budget Reference |  |

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds:

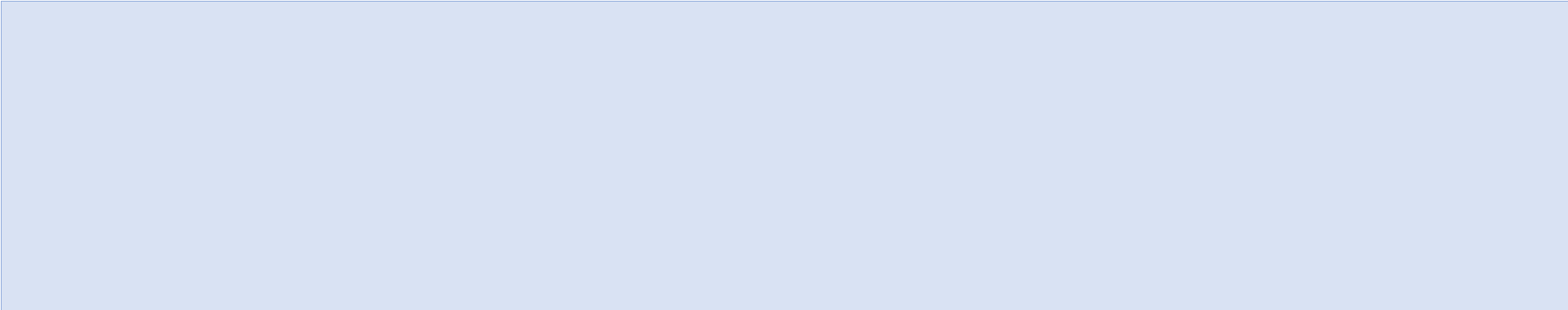
\$700.00

Percentage to Increase or Improve Services:

%

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](#)).



# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

## Location(s)

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

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

## Actions/Services

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

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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



## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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