

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Credo High School	Andrea Akmenkalns, Assistant Director	Andrea.Akmenkalns@credohigh.org (707) 664-0600

2017-20 Plan Summary

The Story

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

Credo High School is a college-prep public charter school in Rohnert Park, California, inspired by Waldorf education and serving students in ninth through twelfth grades. The school opened with an initial ninth grade on August 22, 2011 and added a grade each year through 2014-15. Each grade level is built around cohorts of 30-36 students. In the 2017/18 school year there was one 12th grade cohort, two 11th grade cohorts, three 10th grade cohorts and four 9th grade cohorts for a total enrollment of 338 students. The school anticipates having four cohorts per grade as we move forward. In 2018/19 we expect to have 420 students. As an alternative public school of the Cotati Rohnert park Unified School District, Credo offers a rigorous academic curriculum that exceeds University of California “a-g” admission requirements and includes a full complement of enrichment subjects, including Spanish, Mandarin, visual arts (painting, drawing, printmaking, sculpture), practical arts (media arts, blacksmithing, woodworking), theater, music (choir, American music, orchestra and world percussion), movement, dance, and physical education, biodynamic gardening and farming, social/emotional learning curriculum. Credo received a six-year accreditation term by WASC in 2017.

In March of 2017, Credo relocated its site to Sonoma Mountain Village in Rohnert Park. This was a mid-year move to a new site that had been temporarily remodeled to enable the school to finish the school year. That summer the site was earthquake retrofitted and remodeled to meet the needs of the growing school. Additional adjacent space is being leased and will be remodeled during the 2018/19 school year.

LCAP Highlights

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

Credo continues to experience rapid growth in student enrollment. In 2017/18 Credo’s enrollment was 328 students. We are projecting 420 students in 2018/19. This year’s LCAP will continue to be focused on refinement of student services support program, faculty professional development, and healthy school climate. In addition, we will continue to expand our site footprint at Sonoma Mountain Village to provide necessary classroom space for the growing school.

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

Credo’s enrollment grew by 31% in 2017/18.

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

PLC/Department time with particular emphasis on shared learning outcomes and formative assessments for courses with multiple sections.

A comprehensive Intervention plan that functions at classroom, department and schoolwide levels.

Another facility expansion and remodel for the spring and summer of 2019.

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

Performance Gaps

The suspension rate for socioeconomically disadvantaged students is rated orange versus all students in green.

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

Increased or Improved services

The suspension rate for all students has improved in 2017/18 over the prior year.

Budget Summary

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

DESCRIPTION	AMOUNT
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Total General Fund Budget Expenditures For LCAP Year	\$ 4,854,748
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 770,925.62

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,987,502

Annual Update

LCAP Year Reviewed: 2018-18

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

Goal 1

Articulate and implement an academic oversight model for all students that includes an intervention plan for targeted students.

State and/or Local Priorities addressed by this goal:

State Priorities: [4]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected

Actual

The percentage of students not meeting minimum standards will be reduced to 1% of all students; 8% of 504's; 3.5% Hispanic; 0% RFEPs; 0% SES; 0% White

The percentage of students not meeting minimum standards (as students with a GPA of below 2.0) was 2.5% of all students; 504's; 2.5% Hispanic; 0% RFEPs; 0% SES; 0% White

[The number of chronically absent students will be reduced to 5% of all students; 5% of 504 students]

The number of chronically absent students was 16% for 504's.

In spring 2017 82% of all students met or exceeded ELA standards.
In spring 2017 60% of all students met or exceeded Math standards.

In spring 2018 89% of all students met or exceeded ELA standards.
In spring 2018 57% of all students met or exceeded Math standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, RFEP, SES and implement appropriate support services like directed study halls, tutoring and classroom support identified through PLC's.	Tutoring was provided for EL students and Directed Study Halls were provided for identified students	\$13,764

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Wider implementation of executive skills support through regular classroom instruction and directed study halls for 9 th grade students identified in the incoming students Executive Skills survey	Students were assigned to a Directed Study Hall with a dedicated teacher.	\$11,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Hire a student services coordinator to provide academic oversight to all students and coordinate with teachers and parents to implement services for struggling students.	The students services coordinator was hired in the spring of 2018 and began work in June.	\$12,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Track attendance and implement a system of consistent communication, documentation and remediation for students with chronic absences.	A system of consistent communication and documentation was implemented.	\$22,000

Analysis

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

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

Attendance tracking was improved through implementation of robo calls for unexcused absences. Data reporting had a higher level of accuracy and remediation was improved. The student services coordinator started work as the school year closed. She will be ready to provide direct support to struggling students and support the development and implementation of a schoolwide intervention plan.

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

The Directed Study halls did not prove to be effective as measured by the student results. Students placed in the direct study halls did not demonstrate significant improvement. This action will be revised.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Student Services Coordinator came on staff at the very end of the school year rather than mid year. Her measurable impact will take place in 2018/19.

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 “minimum standards” metric will be revised to say students with a GPA lower than 2.0 for the year. This will be included in Goal 1.

Goal 2

Maintain a healthy school climate while managing rapid growth and change. The student population and teaching staff will continue to increase dramatically over the next three years.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: [6]
Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
California Healthy Kids Survey – improvement of summary indicators over Fall 2016 results	The School Climate Index (SCI) from the CalSCHLS show a slight decrease to 408 in 2017 from 437 in 2016. Score for High Expectations and caring relationships was 415 in 2017 vs. 426 in 2016. Score for Opportunities for meaningful participation was 415 in 2017 vs. 426 in 2016. Score for School Safety was 415 in 2017 vs. 426 in 2016. Score for School Connectedness was 388 in 2017 vs. 415 in 2016.
Parent Surveys – Greater than 90% of parents will agree that Credo has a healthy climate for students.	In response to the question, “To What extent do you think that Credo has a healthy climate for students?” 54.5% of parents responded “Quite a bit” and 16.4% responded “A little bit”.
CA Dashboard Suspensions and Expulsions – Less than or equal to 3%	Credo suspensions have decreased to 1.2%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Increase staffing for personal sustainability	Two additional teachers were hired to provide support to all students.	\$43,964

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Increase support for social sustainability and cohort groups by hiring additional guides and providing training and support.	Six additional cohort guides were hired. Training and support was provided over the course of the year.	\$65,700

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures
Develop a counseling program available to all students with special attention to low income, students with special needs, and students with behavioral concerns.	Counseling interns were hired at no cost and overseen by a staff counselor. They provided services to approximately 100 students.	\$60,000

English Learners and RFEP students.	students over the course of the year.	
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Action 4

Planned Actions/Services	Actual Actions/Services	Budget Expenditures
Provide elective opportunities for 11 th and 12 th grade students.	An elective program was created for 11 th and 12 th grade students. Over twenty art and academic courses were made available to students	\$5,084

Analysis

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

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

The climate of school was significantly challenged in 2017/18 due to an unsettling start to the year with ongoing construction happening in the new building, temporary classroom spaces and the October firestorms which forced school closure for ten days and displaced a significant number of families. Nonetheless, the counseling program was implemented successfully. Student, teacher and administrative referrals enabled 100 students to be seen on a one-time or ongoing basis. This was particularly effective following the October 2017 firestorms in the area. The elective opportunities program provided more choice for students and enabled 11th and 12th graders to participate in classes together. The personal sustainability program hired three new teachers who will be returning next year and building on their first year successes.

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

The Healthy Kids Survey metrics outlined above show that there was a decrease in scores in key areas but, given the challenges we faced early in the year, the scores still demonstrate a high level of effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

None

Goal 3

Continue professional development for faculty to deepen the understanding and delivery of Waldorf and Common Core curricula. Continue to hire highly qualified teachers as school expands.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: [1, 2]
Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
Formation of department PLCs for World Language, English and History that meet at least once per month during the regular faculty meeting time.	World Language met once per week for the year.
Education Director FTE focus on staff and program development	Ed. Director dedicated more than .3 FTE program development. A plan for an in-house program was developed.
Teacher surveys	This survey question was not re-administered.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budget Expenditure
Re-assign responsibilities currently held by Education Director to other administrative staff so that increased time is available for focus on teacher training and program development.	A registrar was hired to oversee grading and transcripts; the college counselor increased her FTE; students services were shared with Assistant Director; and more testing administration was delegated to admin staff.	\$1

Action 2

Planned Actions/Services	Actual Actions/Services	Budget Expenditure
Schedule and fund regular department/PLC meeting time.	Math, music and World Language met weekly. History, English and Art met periodically over the year as time was allocated in faculty meetings.	No additional cost

Analysis

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

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

The hiring of a school registrar relieved the Education Director of a portion of his responsibilities. As did the redistribution of student service oversight to the Assistant Director. Increased collaboration among department level teams was evident particularly for World Language, Math and Music. In addition, faculty meeting time provided frameworks to guide the department level teams.

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

There is an articulated plan for the Education Director's role and responsibilities for 2018/19 which demonstrates alignment with the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The staff hiring and redistribution of responsibilities of the Education Director represents a quantifiable increase to the budget.

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

None

Stakeholder Engagement

LCAP Year: 2018-19

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?

A parent survey was administered in April and 200 parents responded. Faculty were engaged in multiple faculty meetings and breakout sessions to review goals and make recommendations for next steps. Administration reviewed the results of the California Healthy Kids Survey and met with student focus groups across the grades to gain their input. Administration synthesized the themes from the key stakeholders and formulated goals and actions for the coming year(s).

Impact on LCAP and Annual Update

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

Professional development emerged as an important theme along with compensation and benefits for teaching staff. A comprehensive intervention plan for students continues to be a challenge and requires more focused effort next year. Similarly, school climate remains a focus as we continue to grow. And, with that growth comes the need for further site development.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Articulate and implement an academic oversight model for all students that includes an intervention plan for targeted students.

State and/or Local Priorities addressed by this goal:

State Priorities: [4, 5]

Local Priorities: [List Local Priorities here]

Identified Need:

A comprehensive intervention plan to identify and support struggling students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Grades	2% of all students; 16.7% of 504's; 7.4% Hispanic; 50% of RFEPs; 5.1 % SES; 0% White are not meeting minimum standards.	The percentage of students not meeting minimum standards (defined as students with a GPA of below 2.0) was 2.5% for all students; 7% for 504's; 2.5% Hispanic; 0% RFEPs; 0% SES; 0% White	The percentage of students not meeting minimum standards (defined as students and GPA below 2.0) will be less than 2.5% for all students; less than 7% for 504's; less than 2.5% Hispanic.	The me (de bel for 504
Chronic Absenteeism	7% of all students; 28% of 504 students are chronically absent	The number of chronically absent students was 9.1% for all students and 16% for 504's.	The number of chronically absent students will be less than 6% for all students and 15% for 504's.	The abs 4% 504

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

Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, and SES and implement appropriate support services at the classroom, department and schoolwide levels.

Students to be Served:

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

Location(s):

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

All, Low income and 504s

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New

Modified

Modified

2017-18 Actions/Services

Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, RFEP, SES and implement appropriate support services like directed study halls, tutoring and classroom support identified through PLC's.

2018-19 Actions/Services

Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, and SES and implement appropriate support services at the classroom, department and schoolwide levels.

2019-20 Actions/Services

Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, and SES and implement appropriate support services at the classroom, department and schoolwide levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,839.37	31,723	\$34,895
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant
Budget Reference	1100, 1300, 3000	[Add budget reference here]	[Add budget reference here]

Action 2

Executive Skills training for all incoming 9th grade students.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

All, EL, 504

Schoolwide

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Wider implementation of executive skills support through regular classroom instruction and directed study halls for 9 th grade students identified in the incoming students Executive Skills survey	Embedded Executive Skills support in 9 th grade study halls and first month Personal Sustainability classes.	Embedded Executive study halls and first month Sustainability classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,909	\$14,199	\$15,619
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, S
Budget Reference	1100, 3000	1100, 3000	1100, 3000

Action 3

Student Services Coordinator will provide academic oversight to all students and coordinate with teachers and parents to implement services for struggling students.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All, EL, 504

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Selected Schools, or Grade Spans)

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

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

Modified

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

Modified

2017-18 Actions/Services

Hire a student services coordinator to provide academic oversight to all students and coordinate with teachers and parents to implement services for struggling students

2018-19 Actions/Services

Student Services Coordinator will provide academic oversight to all students and coordinate with teachers and parents to implement services for struggling students.

2019-20 Actions/Services

Student Services Coordinator will provide academic oversight to all students and coordinate with teachers and parents to implement services for struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,909	\$14,199	\$15,619
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, S
Budget Reference	1100, 3000	1100, 3000	1100, 3000

Action 4

Continue to track attendance and provide remediation for students with chronic absences.

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Grade Spans)
All, EL, 504	Schoolwide	Credo High School

Actions/Services

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

2017-18 Actions/Services

Track attendance and implement a system of consistent communication, documentation and remediation for students with chronic absences.

2018-19 Actions/Services

Continue to track attendance and provide remediation for students with chronic absences.

2019-20 Actions/Services

Continue to track attendance and provide remediation for students with chronic absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,909	\$14,199	\$15,619
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant
Budget Reference	1100, 3000	1100, 3000	1100, 3000

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

Modified Goal

Goal 2

Maintain a healthy school climate while managing rapid growth and change. The student student population and teaching staff will continue to increase dramatically over the next two years.

State and/or Local Priorities addressed by this goal:

State Priorities: [6]
Local Priorities: [List Local Priorities here]

Identified Need:

School Climate is challenged by rapid growth and change.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
WestEd School Climate Report Card: High Expectations and Caring Relationships	Score 444	Score 444	Score 403	Score
WestEd School Climate Report Card: Opportunities for meaningful participation	Score 467	Score 467	Score 389	Score
WestEd School Climate Report Card: Perceived School Safety	Score 426	Score 426	Score 415	Score
WestEd School Climate Report Card: School Connectedness	Score 399	Score 399	Score 362	Score

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

Increase support and training for Personal Sustainability, Social Sustainability, and Adventure Learning.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Grade Spans)

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

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

Modified

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

Modified

2017-18 Actions/Services

Increase staffing for personal sustainability

2018-19 Actions/Services

Training and Support for sustainability programs including Personal Sustainability, Social Sustainability and Adventure Learning

2019-20 Actions/Services

Training and Support for sustainability programs including Personal Sustainability, Social Sustainability and Adventure Learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	249,744	353,553	\$407,655
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant
Budget Reference	1100, 2100, 3000	1100, 2100, 3000	1100, 2100, 3000

Action 2

Continue to develop the counseling program

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Grade Spans)

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

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

Modified

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

Modified

2017-18 Actions/Services

Develop a counseling program available to all

2018-19 Actions/Services

Continue to provide counseling services to all

2019-20 Actions/Services

Continue to provide counseling services to all

students with special attention to low income, English learners and RFEF students.	students on a one-time or on-going basis for students in need.	students on a one-time or on-going basis for students in need.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,429	\$55,997	\$56,836
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant
Budget Reference	2100, 3000	2100, 3000	2100, 3000

Action 3

Continue to provide a growing elective program for 11th and 12th grade students.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Selected Schools, or Grade Spans)

All	Schoolwide	Credo High School
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New	Modified	Modified
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2017-18 Actions/Services

Provide elective opportunities for 11th and 12th grade students.

2018-19 Actions/Services

Continue to expand offerings to 11th and 12th grade students.

2019-20 Actions/Services

Continue to expand offerings to 11th and 12th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,139	\$80,659	\$92,758
Source	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant	LCFF Funding, Supplemental Grant
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Modified Goal

Goal 3

Increase professional development for faculty

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2]

Local Priorities: [List Local Priorities here]

Identified Need:

Many of the teachers at Credo are new to the school and/or new to teaching. Additional professional development is needed to create more coherence.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	
Teacher participation in in house teacher training program.			Greater than 15 teachers and staff will participate in the training.	The will
Teacher participation in a UC Davis Center for Applied Policy training on PLCs			The Assistant Director plus four teachers will participate in PLC training.	The tea tra
Semi-monthly department meeting time for PLC work			Faculty meeting time will be allocated twice per month for department PLC time.	Fac allo dep

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

The Education Director will lead a professional development program for all faculty

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Grade Spans)

All

Schoolwide

Credo High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New	Modified	[Add 2019-20 selection]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Regular PLC	Ed. Director will lead a three-part in-house professional development program.	Extend the in-house program.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,476.8	\$32,703.50	\$33,536
Source	LCFF Funding	LCFF Funding	LCFF Funding
Budget Reference	1100, 3000	1100, 3000	1100, 3000

Action 2

PLC Training

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Selected Schools, or Selected Grade Spans)

All, English Learners, Low Income	Schoolwide	Credo High School
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

New	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Assistant Director and four teachers will participate in a UC Davis Center for Applied Policy PLC training	Assistant Director and four teachers will participate in a UC Davis Center for Applied Policy PLC training
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$5,200	\$5,200
Source	LCFF Funding	LCFF Funding	LCFF Funding
Budget Reference	1100, 3000	1100, 3000	1100, 3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018/19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$275,643

100%

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.

The Professional Development is based on the research of John Hattie and the work of Rick DuFour, et al. It centers the focus of teachers on learning and requires collaboration among teachers to meet the needs of all students while ensuring success for underachieving students. To the extent that unduplicated students are struggling, teachers will be more effective with them as a result of collaboration with staff who are using data and research to drive their instruction.

Executive Skills training supports all students and especially those who have not developed the requisite habits and practices to be successful. Dawson and Guare provide useful research and frameworks for guiding students with executive skills deficits.

Counseling will serve the needs of students in any target group.

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).

- Identify targeted students with particular emphasis on student groups e.g. 504s, Hispanic, EL, and SES and implement appropriate support services at the classroom, department and schoolwide levels.
- Executive Skills training for all incoming 9th grade students.
- Continue to develop the counseling program
- In house and PLC Professional Development

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents,

and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of

Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and

- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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?

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