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.

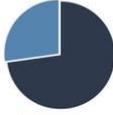| LEA Name	Contact Name and Title	Email and Phone
Petaluma Joint Union High	Vanessa Luna Shannon, Director, Gateway to College Academy	vshannon@santarosa.edu; 707-778-3630

2017-20 Plan Summary

The Story

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

7,493 total students

878 total staff

8 elementary schools

10 secondary schools

- 27% Elementary
- 73% Secondary

$74 million annual district operation budget

199,780 miles distance of student transportation provided

Petaluma, founded in 1858, with a current population of nearly 60,000, is in Sonoma County, just 32 miles north of the Golden Gate Bridge. Petaluma City Schools has a staff of about 880 that are responsible for the education of 7,500 students at eighteen school sites, including four dependent charters. Forty percent of the students we serve are socioeconomically disadvantaged and 14% of our students are English learners.

Petaluma City Schools Mission

The Petaluma City Elementary and Joint Union High School Districts (known as Petaluma City Schools) are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

GATEWAY *to* **COLLEGE** NATIONAL NETWORK

PCS Petaluma City Schools Developing effective communicators and critical thinkers.

SANTA ROSA JUNIOR COLLEGE *Celebrating* 1918 2018

Gateway to College Academy Mission

The mission of Gateway to College Academy is to provide youth 16 to 20 years of age, who have dropped out of school or are struggling to complete high school, with the opportunity to earn a high school diploma while earning college credits in an engaging learning environment where high standards meet high student support. Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree, college certificate, and/or transfer to a four year postsecondary institution.

The mission of Gateway to College Academy Charter School (also referred to herein as "GtCA") is based on the mission statements of Petaluma City Schools (PCS), Santa Rosa Junior College (SRJC), and Gateway to College National Network (GtCNN). It has been approved by the Petaluma City Schools Board of Education. Petaluma High School District was founded in 1873 and Santa Rosa Junior College was established in 1918. Both SRJC and PCS have served Sonoma County with distinction since their establishment. Gateway to College National Network began in 2000, and was created by Portland, Oregon, Community College. GtCNN, as a non-profit organization, is funded by such donors as The Bill and Melinda Gates Foundation, Carnegie Corporation of New York, The Corporation for National and Community Service's Social Innovation Fund, the Ford Foundation, the W.K. Kellogg Foundation, the WalMart Foundation, and many others. GtCNN presently has network partner programs in 19 states. In addition to SRJC, the five partnerships in California are located at Contra Costa College, Laney College, Riverside City College, and Shasta College.

Santa Rosa Junior College Mission

Santa Rosa County Junior College District's Mission is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skill, and enhancing the lives of those who participate in our programs and enroll in our courses.

The Mission affirms the District's responsibility to provide the following:

-lower division academic education, to support transfer to four-year institutions

-career and technical education, to support economic development and job growth

-basic skills, to include English language skills acquisition

-student and academic support services, to improve student success and student retention

Facilities Location

Gateway to College Academy Charter School is located on the Santa Rosa Junior College (SRJC) Petaluma Campus, 680 Sonoma Mountain Parkway, Petaluma, CA 94954 and utilizes the facilities of SRJC Petaluma.

LCAP Highlights

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

The Petaluma City Schools' LCAP addresses four major focus areas:

•   college and career readiness;

•   academic supports and rigor;

•   parent/guardian participation, support and engagement; and

•   student support and engagement.

Through stakeholder feedback, teacher and staff committee involvement, data analysis, and academic research, Petaluma City Schools has concentrated its resources and efforts to continuing its high graduation rate, English Language Arts progress, and academic advancement. Through the implementation and support of teachers using new math curriculum and new English Language Arts and English Language Development curriculum in grades TK-8, we will be monitoring our students for improvement in these core areas. A new student data management system and the implementation of an early warning system in the secondary schools will help us identify students in need of intervention and track their progress, so we can respond and adjust to the students' needs with greater ease and timeliness.

With our supplemental dollars, Petaluma City Schools (PCS) can support the neediest students with district-wide interventions and supports, such as Reading Specialists, Bilingual Resource Teachers and Instructional Assistants, and district provided intervention programs such as LEXIA Reading. School sites also utilize supplemental funds to tailor targeted interventions to unduplicated students through various supports, including tutoring and software programs for remediation. PCS has also allocated resources to our students' social-emotional well-being with specific actions addressing mental health and counseling support, and multiple tiers of academic and social emotional programs, trainings and support. In addition to closing our performance gaps and maintaining our progress in our areas of strength, a new focus area for the 2018-2019 school year was to increase parent/guardian participation and communication with more frequent communications regarding the LCAP process, a more developed website, and the expansion of PIQE (Parent Institute for Quality Education), a parent education series of meetings. PCS is dedicated to student success and continuous improvement and will be monitoring all aspects of our plan to assure a good outcome for the students and families we serve.

In the 2016-2017 school year there were 529 secondary high school dropouts in Sonoma County. Gateway to College Academy's mission is to support students in the county to continue their education and matriculate to their local community college. Here are some of the highlights and comparative data for the 2018-2019 academic year:

GtCA Enrollment Trends: (CDE DataQuest)

AY 2015-2016: 76

AY 2016-2017: 70

AY 2017-2018: 76

AY 2018-2019: 93

GtCA Grade Levels for AY 2018-2019

Grade 10: 0%, Grade 11: 34%, Grade: 12: 66%.

GtCA Special Services for AY 2018-2019

Students with an IEP: 13 (14%) Students with a 504 Plan: 14 (15%) based on Local Data.

GtCA Socioeconomically Disadvantaged for AY 2018-2019

Socioeconomically disadvantaged pupils, or those who qualify for the National School Lunch Program: 35.1%.

GtCA Attendance: (LCFF Priority 5)

Annual Attendance Rate
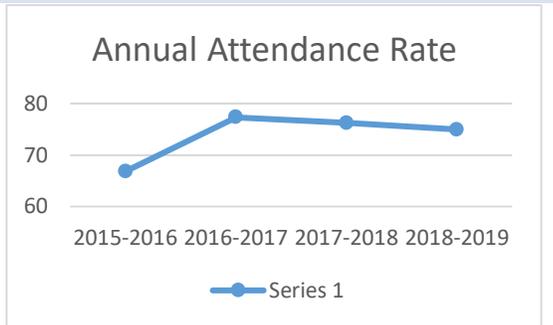
AY 2015-2016: 66.82%

AY 2016-2017: 77.3%

AY 2017-2018: 76.25%

AY 2018-2019: 74.95%

Fairly consistent attendance rate for past three years and vast improvement compared to attendance prior to enrolling at GtCA for most students, who had an attendance rate of 37% upon entry to program. Initiatives such as daily text messages, weekly attendance monitoring and attendance recognition during monthly community meetings have led to greater attendance rates. The funded Average Daily Attendance has increased yearly since the launch of GtCA in AY 2013-2014.

Review of Performance

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

Greatest Progress

The Petaluma City Schools (PCS) chronic absenteeism rate for all students was 7% and declined 1.5% giving an overall green performance level color. In the current LCAP we will continue to support students in Academic Engagement by the following Actions/Services:

- 1.6 Low staffing ratio for alternative education schools

- 2.7 Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

- 2.8 Targeted interventions for academics

- 2.14 Additional counseling services funded

- 3.1 Parent access to Aeries so they can also monitor student progress and attendance

- 3.6 Family Resource Center to assist families with outside social supports

- 4.1 School Attendance Review Teams to intervene before students become eligible for SARB

- 4.2 Social school culture supports such as Toolbox and Restorative Practices
- 4.3 Increased mental health supports

The English Language Arts academic indicator for all students was 18 points above standard and PCS maintained status with a change of -0.7 points giving a performance level indicator of green. In the current LCAP, PCS will continue to support students in English Language Arts by the following Actions/Services:

- Implementing new ELA/ELD curriculum
- 1.5 iPads for all students
- 1.7 Director of Education to lead curriculum adoptions and curriculum support committees
- 2.3 Curriculum committees to support core curriculum ad student success
- 2.4 Professional Development for English learner supports
- Ongoing assessments for targeted intervention and monitoring of student progress
- 2.7 Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure
- 2.8 Targeted interventions for academics
- 2.9 English Learner support personnel
- 2.10 Summer school and credit recovery for students in need
- 2.12 Site funds to support unduplicated students
- 3.1 Parent access to Aeries so they can also monitor student progress and attendance

The PCS suspension rate for all students was 7.9% and declined 0.3%, which was an improvement from an overall performance level color of orange last year to yellow this year. This was an area of need last year that was of focus, and will continue this year, as it remains one of the greatest needs.

- 1.6 Low staffing ratio for alternative education schools
- 2.7 Use of Illuminate student data management system to track discipline and intervene early when students first start to show signs of failure
- 2.8 Targeted interventions for academics to increase student engagement
- 2.10 Summer school and credit recovery for students in need to increase student engagement
- 2.14 Additional counseling services funded
- 3.6 Family Resource Center to assist families with outside social support
- 4.2 Social school culture supports such as toolbox and restorative practices
- 4.3 Increased mental health supportsSpecial Education: (Local Data)

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

Greatest Needs

The PCS district overall had one state indicator in the "Red" or "Orange" and no "Not Met" performance levels for local indicators. The College and Career Readiness Indicator shows 50.8% of PCS students are prepared for college and/or career, which was a decline 3.6%. Although the California Dashboard reported 5.1% of GtCA students as 'prepared', GtCA believes that due lack of course-coding training in Aeries, the Dashboard does not accurately represent the number of students who completed dual enrollment courses through Santa Rosa Junior College, and thus were omitted in the College and Career Readiness measurement.

The district received a performance level rating of "Yellow" for three performance indicators, Suspension Rate, Graduation Rate, and Mathematics (3-8). However, the GtCA Suspension Rate was "Blue", as no students (0%) were suspended for this academic year. The Graduation Rate for GtCA was reported to be 17.9%, reflected in the "Red" color indicator, which is low compared to non-alternative schools; though GtCA is designed to enroll low-performing, credit deficient students, who typically do not graduate within the typical 4-year high school period. The Mathematics indicator did not have a performance indicator, as less than 11 students were included in the measurement.

The PCS district will provide professional development in social-emotional support for students, as well as dedicated support staff for students experiencing difficulties in school detailed in the following actions:

College and Career Readiness

- 1.8-Extra sections of Science
- 1.9-Increased library services
- 2.1-expanded CTE pathways and additional sections
- 2.2-Additional A.P. courses and sections
- 2.4-Professional Development training in the core subjects
- 2.5-Additional Spanish courses and Spanish for native speakers
- 2.6-Ongoing assessments for targeted intervention and monitoring of student progress
- 2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure
- 2.8-Targeted interventions for academics
- 2.9-English Learner support personnel
- 2.10-Summer school and credit recovery for students in need
- 2.12-Site funds to support unduplicated students
- 2.14-Increase in Counselors

Suspension Rate

- 2.1-expanded CTE pathways and additional sections

- 2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

- 2.8-Targeted interventions for academics

- 2.14-Increase in Counselors

- 3.6-Family Resource center to assist families with outside social support

- 4.2- Social school culture supports such as toolbox and restorative practices

- 4.3-Increased mental health supports

Graduation Rate-

- 2.4-Professional Development training in the core subjects

- 2.5-Additional Spanish courses and Spanish for native speakers

- 2.6-Ongoing assessments for targeted intervention and monitoring of student progress

- 2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

- 2.8-Targeted interventions for academics

- 2.9-English Learner support personnel

- 2.10-Summer school and credit recovery for students in need

- 2.12-Site funds to support unduplicated students

- 3.1- parent access to Aeries so they can also monitor student progress, grades, and attendance

Mathematics –

- 2.4-Professional Development training in the core subjects

- 2.6-Ongoing assessments for targeted intervention and monitoring of student progress

- 2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

- 2.8-Targeted interventions for academics

- 2.9-English Learner support personnel

- 2.10-Summer school and credit recovery for students in need

- 2.12-Site funds to support unduplicated students

- 3.1- parent access to Aeries so they can also monitor student progress, grades, and attendance

The CDE mentions, "Caution must be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools and dropout recovery high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges." GtCA will record Reenrolled Dropouts and

Lost Transfers to determine Adjusted Dropout rate while keeping the above statement in mind regarding high mobility schools.

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

For PCS, Students with Disabilities received TWO performance level ratings two levels or more below the "all student" group for the following state indicators:

English Language Arts

Math

Homeless students have TWO performance level rating two levels or more below the "all student" group for:

Suspension Rate

English Language Arts

Socioeconomically Disadvantaged, Hispanic, and English Learner students have ONE performance level rating two levels or more below the "all student" group for:

English Language Arts

Foster Youth students have ONE performance level rating two levels or more below the "all student" group for:

Chronic Absenteeism

African American students and American Indian/Alaska Native students have ONE performance level two levels or more below the "all student" group for:

Suspension Rate

In our Current LCAP we will support these student groups in the identified performance gap areas with the following actions:

    ELA

*Students with Disabilities

*Socio-economically Disadvantaged

*Hispanic

*English Learner

*Homeless

1.2-Implementing new ELA/ELD curriculum

1.5-iPads for all students

1.7-Director of Education to lead curriculum adoptions and curriculum support committees

2.3-Curriculum committees to support core curriculum ad student success

2.4-Professional Development for English learner supports

2.6-Ongoing assessments for targeted intervention and monitoring of student progress

2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

2.8-Targeted interventions for academics

2.9-English Learner support personnel

2.10-Summer school and credit recovery for students in need

2.12-Site funds to support unduplicated students

3.1- Parent access to Aeries so they can also monitor student progress and attendance

Math

*Students with Disabilities

1.5-iPads for all students

1.7-Director of Education to lead curriculum adoptions and curriculum support committees

2.3-Curriculum committees to support core curriculum ad student success

2.4-Professional Development for English learner supports

2.6-Ongoing assessments for targeted intervention and monitoring of student progress

2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

2.8-Targeted interventions for academics

2.10-Summer school and credit recovery for students in need

2.12-Site funds to support unduplicated students

3.1- Parent access to Aeries so they can also monitor student progress and attendance

Suspension Rate

*Homeless

*African American *American Indian/Alaska Native

2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

2.8-Targeted interventions for academics

2.10-Summer school and credit recovery for students in need

2.12-Site funds to support unduplicated students

3.1- Parent access to Aeries so they can also monitor student progress and attendance

3.6-Family Resource center to assist families with outside social support

4.2- Social school culture supports such as toolbox and restorative practices

4.3-Increased mental health supports

      Chronic Absenteeism

Foster Youth 1.6- low student to staffing at the continuation school

2.7-Use of Illuminate student data management system to track and intervene early when students first start to show signs of failure

2.8-Targeted interventions for academics

2.14 additional counseling services

3.1- Parent access to Aeries so they can also monitor student progress and attendance

3.6-Family Resource center to assist families with outside social supports

4.1- School Attendance Review teams to intervene before students become eligible for SARB

4.2- Social school culture supports such as toolbox and restorative practices

4.3-Increased mental health supports

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

Charter Schools will be treated as schools (not LEAs) for reporting these two student groups and will need at least 30 or more Foster Youth and/or Homeless students to receive a performance level (or color) for the California Dashboard. GtCA did not report any Foster Youth for the 2018 California Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

Carpe Diem High School (continuation), Sonoma Mountain High School (continuation), San Antonio High School (continuation), Gateway to College Academy (Early Middle College).

Support for Identified Schools

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

The district is using CSI funds (for 2019-2020) to support three Teacher on Special Assignment (TOSA) Continuous Improvement positions to facilitate a school-level needs assessment, root cause analysis, identification of resource inequities, and to work with each of the CSI schools through the improvement science process. Through the process in the 2019-2020 school year, evidence-based interventions will be identified and included in the next LCAP and SPSAs.

Monitoring and Evaluating Effectiveness

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

The PCS district Assistant Superintendent of Educational Services will meet regularly with the three Teachers on Special Assignment (TOSA) Continuous Improvement as they lead each CSI school through the improvement science process. Through these regular meetings the district will monitor and evaluate the implementation of the CSI plan. As evidence-based interventions and change ideas are implemented, the TOSAs will monitor their effectiveness.

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	$ 507,341
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year 2019-20	$ 325,000

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

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 524,521

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Gateway to College Academy (GtCA) studens will demonstrate the acquisition of academic skills aligned with statewide standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

- ☑ Priority 1: Basic (Conditions of Learning)
- ☑ Priority 2: State Standards (Conditions of Learning)
- ☐ Priority 3: Parental Involvement (Engagement)
- ☐ Priority 4: Pupil Achievement (Pupil Outcomes)
- ☐ Priority 5: Pupil Engagement (Engagement)
- ☐ Priority 6: School Climate (Engagement)
- ☐ Priority 7: Course Access (Conditions of Learning)
- ☑ Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- ☐ Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- ☐ Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
GtCA students will receive an effective, comprehensive academic education program that accommodates individual challenges within the high school setting in obtaining their high school diplomas.	Met – 100% of the students enrolled during the academic year met with their academic counselor and co-developed comprehensive academic Student Education Plans.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Highly Qualified Certificated Teachers and Leaders 1.2 Personalization of Education 1.3 Embedded Social Emotional Learning Practices 1.4 Teaching Students to Learn 1.5 Targeted Learning Strategies	1.1 Two (2) appropriately credentialed Teachers (1.8 FTE), 1 Resource Specialist (.2 FTE). 1.2 Students received personalized Education Plans including CTE and college level courses by an academic counselor 1.3 Embedded Social Emotional Learning Practices were embedded in Master Schedule (ie. Gateway Seminar), Mindful Moments, Staff and Student training on Adverse Childhood Experiences ("ACEs") 1.4 Blended learning included instructor designed projects that bridged the	$325,000	$300,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	classroom. (ie. to on-campus conferences, field trips) 1.5 Targeting learning strategies such as Growth Mindset Goal Setting were introduced		

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 actions and Services were implemented.

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

All actions and services were effective as all metrics and goals were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1- was less than budgeted.

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.

[Add text here]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refer students to mental health service providers.	Met—42 students referred to mental health service providers.	$0 to GtCA (in-kind)	$0 to GtCA (in-kind)

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.

Referred students to mental health therapists providing services through SRJC to support meeting the academic, social, and emotional needs of students. Student-led engagement activities were held during the ACEs training to build leadership capacity. The creation of student norms and values for the GtCA program at the beginning of the spring semester helped to provide student feedback for the LCAP.

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

The action achieved effectiveness by referring students on an as-needed basis, making connections to the student Health Center and the PEERS Substance Abuse program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Cycle of Inquiry will be regularly used to analyze aggregate measures of student progress, including course success rates and student success.	Met—Teachers and administrators regularly used the Cycle of Inquiry analyze aggregate measures of student progress, including course success rates and student success..	No additional expenditures to those included related to staffing above.	No additional expenditures to those included related to staffing above.

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.

Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world', and develop skills that are needed for college and career, such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.

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

Effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration remains a challenge for our students however there are demonstrative areas of effectiveness. Critical thinking is a unit hosted by the Counseling 53 course taught at the college level. Here students learn to analyze an argument and use Socratic seminar (a theory used predominately in AVID courses) to discuss their individual thoughts and actively listen those thoughts of other students. Student learn research methods in the library as well through their high school courses. Creating a cited sources page and effectively using Noodle bib and software helps to format a bibliography. Time Management and effective use of technology was also utilized in college Counseling 53 dual enrollment course are specific units designed to utilize the Canvas LMS software. Lastly, in the

English and Social Science classrooms effective verbal and written skills are employed by assignments and class discussions including daily reflection papers and journals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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

No changes.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School leaders will provide high-quality professional development for all educators focused on developing pedagogical practices to develop the whole child.	Met—All teachers attended at least two (2) full day professional development trainings focused on Trauma Informed Care. Both teachers, counselor, and director attended a 3-day training in Portland, Oregon through the GtC National Network.	$3,200	$8,000

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.

Professional development activities were prioritized and selected based on gaps in staff expertise/training, affordability, and student feedback regarding school needs.

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

GtCA proudly boasts a low suspension rate (0%) and attributes this achievement to the high-level of staff training in ACEs, Trauma Informed Care, Classrooms of Care, and other social emotional training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant difference in the budgeted and actual expenditures due to the unforeseen [soft] requirement for staff to attend the bi-annual national Gateway to College National Network Peer Learning Conference out-of-state. Other than this significant expense, local trainings were attended at discounted rates.

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

No changes.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extracurricular and support activities are planned to increase student academic interest and to promote a strong school community. ● Welcome week (Fall and Spring semesters) ● UC, CSU, and private university tours ● Community Meetings	Met—Extracurricular and support activities such as Welcome Week, University Tours and Community Meetings were planned and executed to increase student academic interest and to promote a strong school community.	$8,000	$2,000

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.

Welcome week for the new ("Foundation Term") and continuing cohorts were held the week prior to the start of college classes in Fall 2018 and Spring 2019. Six (6) monthly GtC First Friday Community Meetings were held during AY 2018-2019 on the following dates. Topics included college instructors' introduction to their subject, career trajectory, environmental health, Adverse Childhood Experiences (ACEs), Title IX, and motivational guest speakers from the community and college.
9/7/18
10/5/18
11/2/18
2/1/19
3/1/19
4/5/19

Additionally, there were two (2) school-wide field trips and one (1) smaller field trip planned (although one was cancelled due to unhealthy air quality due to the North Bay fires) where students toured San Francisco State University and celebrated academic achievements such as perfect attendance over the course of the semester(s).

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

Each activity further developed a sense of cohesive community for the students and staff. In surveys, student attributed their success in the program to the sense of community they experienced while in the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the fact that the SRJC Petaluma campus trust ("Friends of Petaluma Campus Trust Fund") purchased a campus van, the cost of activities was significantly decreased since there was a lesser need to rely upon paid transportation. Thus, the material difference between budgeted expenditures and estimated was $6,000 savings.

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

No changes.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Track attendance/absence data and interventions.	Partially met/In progress	$5,000	$15,000

Analysis

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

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

Attendance/absence data and interventions included:
● Weekly attendance reports tracking of trends based on days of the week, number of week in the semester, by month and by student;
● Home calls to parent/caregiver(s);
● Counseling interventions for chronically absent students; including,
● Home visits when necessary.

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

The planned interventions did not appear to increase the overall goal of increasing daily attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference of $10,000 was higher than anticipated because of the amount of time that designated staff allocated to the above actions/services.

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 general goal of increasing student attendance was not met as compared to prior years or can be demonstrated in Chronic Absenteeism (State Priority 5) indicator. However, the actions/services will continue to be maintained and additional strategies will be implemented.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Gateway to College Academy (GtCA) students will demonstrate the acquisition of academic skills aligned with statewide standards.

State and/or Local Priorities addressed by this goal:

State Priorities:

☑ Priority 1: Basic (Conditions of Learning)
☑ Priority 2: State Standards (Conditions of Learning)
☐ Priority 3: Parental Involvement (Engagement)
☐ Priority 4: Pupil Achievement (Pupil Outcomes)
☐ Priority 5: Pupil Engagement (Engagement)
☐ Priority 6: School Climate (Engagement)
☐ Priority 7: Course Access (Conditions of Learning)
☑ Priority 8: Other Pupil Outcomes (Pupil Outcomes)
☐ Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
☐ Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

[Add text here]

Expected Annual Measureable Outcomes

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

CAASPP results	Unknown at this time.	• ELA
		  ○ 27% Standard Exceeded
		  ○ 18% Standard Met
		  ○ 9% Standard Nearly Met
		  ○ 45% Standard Not Met
		• Math
		  ○ 9% Standard Exceeded
		  ○ 9% Standard Met
		  ○ 45% Standard Nearly Met
		  ○ 36% Standard Not Met
			Unknown at this time	[Add outcome here]

First term success rate	70%	75%	80%	[Add outcome here]
Graduate average GPA	Unknown at this time	Unknown at this time	2.4	[Add outcome here]

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Gateway to College Academy, 11th and 12th Grades

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	[Add 2018-19 selection here]	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
[Describe the 2017-18 action/service here]	[Describe the 2018-19 action/service here]	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$517,260	$507,341	$524,521
Source	Local Revenue EPA State Aid LCFF State Aid Before MSA Additional SA for MSA	Local Revenue EPA State Aid LCFF State Aid Before MSA Additional SA for MSA	Local Revenue EPA State Aid LCFF State Aid Before MSA Additional SA for MSA
Budget Reference	https://ias.cde.ca.gov/lcffsnapshot/snapshot.aspx?FY=2016&ID=LTbd8ug3I60MOPI7LUnc3szZH9OoXi3l44Oj/nLj52wHC8rzeVvuxu2RRafQ3+vb&CameFrom=LTbd8ug3I60MOPI7LUnc3szZH9OoXi3l44Oj/nLj52wHC8rzeVvuxu2RRafQ3+vb	https://ias.cde.ca.gov/lcffsnapshot/snapshot.aspx?FY=2017&ID=giYzeNAGJb8b/fQr8hqgCaU8rU5XoqEPpVOm/ORpbLYXPc6++ni6Nqmz4kqb/d0k&CameFrom=giYzeNAGJb8b/fQr8hqgCaU8rU5XoqEPpVOm/ORpbLYXPc6++ni6Nqmz4kqb/d0k	https://ias.cde.ca.gov/lcffsnapshot/snapshot.aspx?FY=2018&ID=pTLqwN1kI/Gs09rCk3a4t4ZF9MqmPljBZHCeSzercEQyDoH/oL3YPwjBvrhrXPW5&CameFrom=pTLqwN1kI/Gs09rCk3a4t4ZF9MqmPljBZHCeSzercEQyDoH/oL3YPwjBvrhrXPW5

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

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

The PCS district met and consulted with an on-going District Leadership Team (DLT)/Local Control Accountability Plan (LCAP) committee. The DLT/LCAP was configured of parents, EL parents, parents of Low-Income students, DELAC representatives, students, teachers (PFT unit members), district office staff, administrators, classified employees (CSEA unit members), community members, and board members. Committee members served as liaisons to their various stakeholder groups. The DLT/LCAP committee met on 10/17/2018, 11/28/2018, 1/30/19, 2/27/2019, 3/27/2019, and 5/22/2019. At each of the DLT/LCAP development meetings, the latest iteration of the LCAP was shared with stakeholders who were consulted with for ongoing input. The district contracted with Document Tracking Services this year to use their online LCAP template instead of updating the Word document template provided by the

California Department of Education. The online template was shared with the stakeholders at each meeting as each iteration of the LCAP was updated with edits/changes/additions—as a direct result from stakeholder input. Opportunities to provide verbal and written feedback/input on the LCAP draft revisions were given to DLT/LCAP committee members, DELAC representatives, district administrators, and Executive Cabinet members. Responses to questions and the feedback provided by these groups were shared, in writing, at the 5/22/2019 DLT/LCAP committee meeting. The feedback received included requests to clarify, critiques of the LCAP, and suggested modifications to metrics, expected outcomes, and actions/services.

The District English Learner Advisory Council (DELAC) has also participated in the LCAP development in a similar manner as the DLT/LCAP committee--with the LCAP translated into Spanish. The LCAP was a DELAC agenda item at meetings on 2/12/2019, 4/3/2019, and 5/7/2019. The Assistant Superintendent of Ed Services is fluent in Spanish and was able to review, consult, and answer questions for DELAC members in their first language.

The LCAP development was also reviewed and reported out at various administrator meetings, Executive Cabinet meetings with both district and site administrators. Several presentations were shared with the governing board on 10/23/2018, 2/26/2019, 6/20/2019, and 6/25/2019 as well as the Budget Advisory Committee on 11/8/2018, 12/13/2018, 2/21/2019, 3/28/2019, 4/18/2019, and 5/23/2019 at regularly scheduled public meetings to share the status and change of the LCAP as it was being developed—based on stakeholder input.

The GtCA charter high school also met and consulted with school stakeholders including the Gateway to College Academy School Site Council comprised of community members, students, and secondary school and college liaisons (9/27/18, 11/29/18, 2/21/19, 5/23/19). Additionally, open house feedback sessions for students and their families were held at the beginning of both semesters (8/11/18, 1/5/19). Lastly several budgetary planning sessions were held between college Business & Financial Services representatives and the PCS district business services personnel to develop and revise the annual budget based on feedback and in response to school needs.

Impact on LCAP and Annual Update

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

In order to provide stakeholders with more opportunities to provide feedback/input on the LCAP, the PCS district facilitated direct input in the form of shared Google documents (in English and Spanish) for each goal and action/service. Stakeholders were able to suggest any modifications, ask clarifying questions, add critiques, etc. to planned actions/services via the shared Google documents. The assistant superintendent and director of Educational Services reviewed all of the input from the Google documents and responded to each of them, in writing, on the document. All responses were shared in a public DLT/LCAP meeting on May 22, 2019. Many of the suggestions/edits were included in the revised LCAP, including:

- PCS District Action/Service 1.1 will be modified to reflect the updated K-3 staffing ratio (25:1) for Grade Span Adjustment per the three-year Memorandum of Understanding between the district and certificated bargaining unit
- PCS District Action/Service 1.2 will be modified to reflect updates to the curriculum pilot/adoption cycles and the inclusion of the Science Instructional Materials pilot work that the district will be conducting in 2019-2020
- PCS District Action/Service 1.6 will be modified to reflect the updated name of Crossroads School (Program of Choice)--it is no longer a Community Day School; and to reflect the grade levels being served to 7th and 8th grade--9th grade students are no longer served at Crossroads
- PCS District Action/Service 2.6 will be modified to add clarity about what clerical support is being funded to support the action-- partial salaries for two district office positions.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

$ Unknown at this time.

Percentage to Increase or Improve Services

Percentage unknown at the time of this submission.

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).

2018-2019 LCAP Year:

The PCS district has demonstrated through Actions/Services listed in the Goals, Actions, and Services Section that programs for the target population is increasing with a total of $1,788,890 for the elementary district and $3,451,321 for the secondary district, which exceeds the minimum level of proportionality by $689,807 for the elementary district and $567,875 for the secondary district. The percentage of unduplicated students (English Learners, Foster Youth, and Low-Income) is 44% for the elementary district, and 35% for the secondary district.

The amount of the PCS District LCFF Supplemental grant funds calculated above is based on the May Revise and the projected enrollment for 2018-19. Our LCFF Supplemental dollars are distributed as follows:

LEA-Wide

The following activities increase unduplicated student support time, support options, and access to quality instruction that will prepare them for college and career in the 21st Century.

LEA-Wide (District-Wide) use is justified because these actions are designed to increase learning for and specific to Low-Income, Foster Youth, and English Learner pupils and will be paid for with LCFF Supplemental funds.

- PCS District LCFF Supplemental funds will be used to fund the software management for district-provided iPads for all students (Action/Service 1.5) to be able to fully utilize their device. This will allow access to curriculum, applications, and web-based learning programs, as well as guaranteeing equal access to the internet for digital curriculum. "The digital divide has especially far-reaching consequences when it comes to education. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today's economy. Liz Soltan, Digital Divide: The Technology Gap between the Rich and Poor, http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/, 2016

- PCS District LCFF Supplemental funds will be used to fund the Director of Educational Services (Action 1.7). The director will analyze student data and work with district committees, administrators, and classroom teachers to train and provide research-based instructional strategies and materials for increased student achievement. In the 2018-2019 school year, the director will oversee the implementation of the adopted English Language Arts and English Language Development instructional materials, training for all teachers, administrators and support staff on the English Language Arts/English Language Development Framework, Common Core Math Assessments, Environmental Literacy Framework, as part of Next Generation Science standards, and how to create and implement targeted intervention groups with the Illuminate student data management system. The Director of Educational Services will lead and implement trainings that are focused on increasing student achievement. In Visible Learning, John Hattie summarized the cumulative effect of many influences on learning, as measured by several hundred meta-analyses research studies of learning. Hattie identified a "hinge point", or "effect size" (as he calls it), of 0.40—which equates to a typical year of academic experience and student growth. Any factor higher than the identified "effect size" of 0.40 has more of an impact on learning. And an effect size of 1.0 or better is equivalent to advancing the student's achievement level by approximately a full grade. Professional Development has an effect size of 0.62, while specific teaching strategies and pedagogies have higher effect sizes such as Classroom Discussion, 0.82, Vocabulary Programs, 0.67, Teaching Strategies, 0.60, Direct Instruction, 0.59, and Comprehension Programs 0.58. John Hattie, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 2009.

- For the PCS District, a variety of professional learning opportunities (Action/Service 2.4) will be provided for all staff and parents/guardians. Planned trainings include strategies for integrated English Language Development in all subjects, Next Generation Science Standards, intervention strategies in math and English language arts, and Parent Institute for Quality Education (PIQE) classes at both comprehensive high schools and for elementary parents on both sides of town, to decrease the performance gaps between the unduplicated students and the "all students" categories as reported on the California Dashboard. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement."

•   PCS District LCFF Supplemental funds will be used to support data-based instructional decisions for intervention grouping and strategies for unduplicated students (Actions/Services 2.6, 2.7). The implementation of the Illuminate student data management system, and the clerical support to manage and implement the data system will enable administrators and teachers to identify struggling students sooner and to be able to form intervention groups and compare results to select the most effective methods to improve student learning. The Illuminate system will also enable teachers to create standards-based assessments with differing Depth of Knowledge (DOK) questions and tasks, to provide more practice and greater frequency of CAASPP-type assessments to improve students results in ELA and Math CAASPP assessments. "Data-based decision making is the essence of good RTI practice; it is essential for the other three components: screening, progress monitoring and multi-leveled instruction. Use data to inform decisions at the school, grade, or classroom levels. Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. Essential Components of RTI – A Closer Look at Response to Intervention, National Center on Response to Intervention, April 2010.

•   PCS District LCFF Supplemental funds will also be used to provide intervention curriculum, materials, and supplies (Action/Service 2.8). By centralizing this Action/Service we will be able to maximize our spending, minimize our overhead, and provide services equitably for each site. In Visible Learning, John Hattie summarized the cumulative effect of many influences on learning, as measured by several hundred meta-analyses research studies of learning. Hattie identified a "hinge point", or "effect size" (as he calls it), of 0.40—which equates to a typical year of academic experience and student growth. Any factor higher than the identified "effect size" of 0.40 has more of an impact on learning. Response to Intervention (RTI) has an "effect size" of 1.1—which is a great influence on learning. "Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." John Hattie, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 2009.

•   PCS District LCFF Supplemental funds will be used for Bilingual staff (Action/Service 2.9). Program analysis and EL student monitoring shows a persistent achievement gap for EL students. This support will bring our EL students into mainstream classes and increase their opportunities for college and career readiness, thus closing the achievement gap. "Gaps in reading performance between Anglo and Latino children are associated with gaps in vocabulary knowledge. Among the principles underlying the intervention were that new words should be encountered in meaningful text, that native Spanish speakers should have access to the text's meaning through Spanish, that words should be encountered in varying contexts, and that word knowledge involves spelling, pronunciation, morphology, and syntax as well as depth of meaning." Closing the Gap: Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms, María S. Carlo, Diane August, Barry McLaughlin, Catherine E. Snow, Cheryl Dressler, David N. Lippman, Teresa J. Lively, Claire E. White, April 6, 2004.

•   PCS District LCFF Supplemental funds will be used to provide Summer School for unduplicated student subgroups (Action/Service 2.10). Summer School is designed for students who are not performing at grade level, and provides them an

opportunity to accelerate their learning, and/or recover credits toward graduation, and/or to support struggling students transitioning from junior high to high school. Low-Income, Foster Youth, and English Learner pupils are given priority to attend summer school. Investments support summer learning to include a focus on academics and social-emotional support. "Summer learning programs have the potential to help children and youth improve their academic and other outcomes. This is especially true for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content." Making Summer Count- How Summer Programs Can Boost Children's Learning by McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter, Cross; 2011.

- PCS District LCFF Supplemental funds will be used to provide transportation for transition events for elementary to junior high school, and from junior high school to high school (Action/Service 3.4). Outreach, as a form of creating school community, promotes student achievement (Action/Service 1.5). By providing welcoming orientation events for students transitioning from one type of school to the next, assists in decreasing potential anxiety, stress, and/or fear of those moves and increases students' sense of belonging to their new campus, which assists in learning. "The wide range of effects of 'community in school' have been documented by in-depth qualitative studies (e.g., Jones & Gerig 1994), by large-scale surveys (e.g., Resnick et al. 1997), and by rigorous program evaluations (e.g., Hawkins et al. 1999; Solomon, Battistich, Watson, Schaps, & Lewis 2000). Much of this research has been recently compiled, organized, and summarized (see, for example, excellent reviews by Osterman 2000; Solomon, Watson, & Battistich 2001; and Berkowitz & Bier, in press).

- PCS District LCFF Supplemental funds will be used to improve school-to-home and home-to-school communication (Actions/Services 3.7, 4.7). A Communications Coordinator position will continue to be funded, as well as software and programs needed to enhance our web-based communications. Positive, practical, and personal avenues of communication will be enhanced including, the continuation of Aeries Parent Portal—which allows parents/guardians to access student grades and progress on assignments, direct phone calls, and emails to update families on current school events, and various parent/guardian information events. Parents/Guardians, students, and staff will also be surveyed as to their opinions on school climate/culture, student achievement, and the validity and the effectiveness of the supports and programs identified in the LCAP. The National PTA (2004) states, "When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress." Communication is evident when educators and families "…communicate about school programs and student progress in varied, clear and productive ways. Create two-way communication channels from school to home and from home to school, so that families can easily keep in touch with teachers, administrators, counselors and other families" (Epstein, 1995). Research indicates that it is the quality of teacher/parent interaction that contributes most to student achievement.

- PCS District LCFF Supplemental funds will be used to provide mental health support at all schools (Action/Service 4.3). These positions will facilitate intervention programs and provide counseling services for students who need additional social-emotional assistance to increase their engagement in school. "A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior and in

mathematics and language arts grades." Gerler, E. R., Kinney, J., & Anderson, R. F. (1985). The effects of counseling on classroom performance. Journal of Humanistic Education and Development, 23, 155-165.

PCS District School-Wide Activities

The following activities increase unduplicated student support time, support options, and access to quality instruction that will prepare them for college and career in the 21st Century. School-wide use is justified because these actions are targeted for the unduplicated students at schools or grade spans where the data has indicated they need specific increased supports to improve student achievement. These actions are designed to increase learning for and specific to Low-Income, Foster Youth, and English Learner pupils.

•   PCS District LCFF Supplemental funds will be used to target an average staffing ratio of 15 to 1 (Action/Service 1.5) for the Alternative Education programs (San Antonio, Carpe Diem, and Sonoma Mountain—with unduplicated student percentages of 71%, 40%, and 52%, respectively) to increase student support services for those students, as well as adding extra sections in math at the secondary level to promote more opportunities for the unduplicated students to successfully complete junior high and high school (Actions/Services 1.6, 2.8). By lowering staff to student ratios, it is expected that certificated and support staff will be able to better implement differentiated instruction, which is an effective way to address the needs of Low-Income, Foster Youth, and English Learner pupils.

•   PCS District LCFF Supplemental funds will be used to provide extra sections of Spanish (Action/Service 2.5) at our high Spanish-speaking population elementary schools (McDowell, McKinley, and Valley Vista—with unduplicated student percentages of 96%, 55%, and 51% respectively), and the junior high school (Kenilworth—with an unduplicated student percentage of 40%) they feed into. Supporting students' first language is an effective method that increases their ability to transfer their knowledge about language to their second language—English.

•   PCS District LCFF Supplemental funds will be distributed to all school sites at a rate of $75 per unduplicated student to provide targeted intervention for those specific students (Action/Service 2.12). Allocating these funds directly to the school sites, since the schools are closest to our unduplicated pupils, is the most effective use of funds by providing a defined autonomy model for decision-making at school sites. This model defines school site councils as the best groups to determine how to effectively support our English Learner, Foster Youth, and Low-Income students at individual school sites. School Site Councils are given the oversight to collaborate with principals and review school site plans and jointly decide how best to use the LCFF Supplemental funds. Sites are providing support personnel, tutoring, and or intervention materials for their unduplicated students to increase their academic achievement.

•   PCS District LCFF Supplemental funds will be used to provide additional counseling support and career specialist hours at the high schools (Petaluma, Casa Grande, San Antonio, and Valley Oaks—with unduplicated student percentages of 27%, 38%, 71%, and 51%, respectively), above the base-funded staffing to decrease the counselor to student ratio (Action/Service 2.14). This will be the most effective use of funds by providing students with more personalized guidance as they select and move through the course selections required in secondary schools. "Research shows that school counseling interventions have a substantial impact on students' educational and personal development. Individual and small-group counseling, classroom guidance, and consultation activities seem to contribute directly to students' success in the classroom and beyond. School counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program's efficiency and accountability." Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. Journal of Counseling & Development, 70, 487-498.

•   PCS District LCFF Supplemental funds will be used to provide afterschool Childcare at the three elementary sites (McDowell, McKinley, and Valley Vista—with unduplicated student percentages of 96%, 55%, and 51%, respectively), with the highest Low-Income student populations (Action/Service 4.4). Providing afterschool Childcare is an effective use of funds by expanding learning programs which engage and enrich students with firm foundations for success.

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/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; 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.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

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

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

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The 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?