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	Sycamore Academy of Science and Cultural Arts
Contact Name and Title	Barbara Hale Executive Director	Email and Phone	b.hale@sycamoreacademycharter.org 951-678-5217

2017-20 Plan Summary

THE STORY

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

Sycamore Academy of Science and Cultural Arts is a highly collaborative environment creating the highest quality learning community for our students. Our focus is always on meeting the individual needs of each and every child; socially, emotionally and academically. In doing so, we develop strong relationships with our families.

As a California charter public school, we operate independently of any district, however, we have a strong relationship with our authorizing district, Lake Elsinore Unified School District. LEUSD honors parent choice in education and supports our innovative option for the community.

Sycamore Academy also works closely with The Riverside County Office of Education, especially in the area of professional development.

The faculty of Sycamore Academy has developed a student-centered, problem-based, experiential, collaborative curriculum plan aligned to the Common Core State Standards and the Next Generation Science Standards.

Incorporated into the daily classroom learning environment include the education ideas from Stephen Covey's, The Seven habits of successful students, and the principles of John Hattie's Visible learning.

Sycamore Academy recognizes the important role that technology has in education and the necessity for every student to be computer literate in order to be career and college ready. To that end, Sycamore Academy has continued to increase the technology available to students and the necessary technology training throughout our school to ensure that every child has the opportunity to grow their skills in preparation for academics and careers in a modern world. Technology training includes cybersecurity and cyber ethics to help students comprehend in their roles of the social network environments and the possible impact and problems associated with the misuse of just one social networking post, passwords or the use of another person's identity. The ratio of students to computers is 1:1 for grades 1-8.

Athletic programs are available to all Sycamore Academy students. Students of all ages are able to

participate in the 100 Mile club. The 100-mile club presents students with the straight forward challenge to run, jog or walk 100 miles over the course of the school year. Sycamore Academy is a member of the Inland Empire Interscholastic Athletic Association (IEIAA) for interscholastic sports available to students in grades 5-8. Sycamore Academy has a variety of options and continues to add teams based on student interest. Teams are coached by faculty, staff and parent volunteers.

In the 2017/18 school year, Sycamore Academy hosted approximately 60 international exchange students and their teachers from three different schools in Beijing China. The students and their teachers were integrated with the students in grades 6-8 for one week. The week culminated with a Chinese New Years celebration that was attended by the students and members of the community. The program was such a success that up to three new groups of students from China will visit Sycamore Academy again in 2018/19. Sycamore has been asked to be a "sister" school to several schools in China.

Service Learning projects are as important to the provider as they are to the recipient. Through service learning, students learn important organization, leadership, management and interpersonal skills, in addition to learning about the community and population that they are serving. Sycamore Academy consistently supports several outreach and charity organizations; however, we also support student generated and student led projects. Over our brief history students have initiated disaster relief support, animal shelter drives, community food and clothing collections and several other community benefit events.

Each Friday we gather as a school to recognize successes within our learning community and enjoy student performances at an event called the Scorpion Salute. Students participate in an interactive assembly, led by students. Students are provided the opportunity to perform in front of the school community and celebrate each other's unique talents.

Sycamore students develop personal and academic goals called S.C.O.R.E. Goals (Sycamore Children Obtain Realistic Expectations) at the beginning of each year. Students work toward goal mastery throughout the year and receive recognition during a special ceremony as each goal is achieved.

LCAP HIGHLIGHTS

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

The Sycamore Academy LCAP was designed by a group comprised of representatives for parents, students, Board members, School Site Committee members, teachers and administration. The purpose of the LCAP group is to review data, monitor progress and develop recommendations for and feedback on updates to the LCAP.

The LCAP goals focus on increased student academic achievement as the guiding premise behind each of the goals and actions to meet those goals.

The goals are also aligned with the mission and vision of the school and are goals for the state, county and local school district as well.

One of the fundamental goals is to increase parent understanding of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system. Another goal is promoting student engagement and academic achievement through regular school attendance. These two goals are supports to the final goal for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.

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

Performance on the 2017 SBAC test indicate that Students with Disabilities had the greatest progress in the area of English Language Arts and increased 7.7 points. The greatest academic increase by a student group in math was the student category of Two or More Races, having increased 10.6 points.

2018 data was received during the week of June 3, 2018. We are proud to report significant increases school wide in both ELA and mathematics.

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

After analyzing the data provided by the California School Dashboard, the group of students that are in the greatest need is the Students with Disabilities in the area of math. According to the California School Dashboard, the Students with Disabilities declined 6 points in math and are still 105 points away from achieving level 3. The 105-point gap to achieve level 3 is the largest gap by any student group in any content area according to the dashboard.

To address this deficit the school has done the following:

Increased the amount of Education Specialist (credentialed teacher) to allow each Education Specialist to work with a smaller case load.

Increased the amount of in class support the students with disabilities receive with mentors.

Conducted training for all General Education teachers and Education Specialists in the area of greater academic achievement through small group instruction and lesson differentiation.

All staff was trained to safely manage, reduce and prevent difficult behavior and therefor keeping students in class by Crisis Prevention Institute (CPI).

Increased the ratio of computers to students for all students in grades 1-8, now achieving a ratio of 1:1.

Offered free after school tutoring by a credentialed Education Specialist.

The local indicators for the Fall 2017 school dashboard are listed as "not met". The "not met" status was a result of a technical issue and the data supports that local indicators were met.

The 2018 student group data as found in the CAASPP website, is not complete as of the LCAP submission date. However, a thorough review of the data and action based on the findings, will be a top priority when the data becomes available.

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

After analyzing the data provided by the California School Dashboard, the group of students that have the most significant performance gap is the Students with Disabilities in the subject area of math. Students with Disabilities scored "Very low", 105 points below level 3 and 61.7 points behind students without a disability.

To address this performance gap, the school has done the following:

Arranged math proficiency blocks to be four times a week, ability based and with a student to teacher ratio of 15:1.

Had additional training with the teachers in Jump Math, including training with the JUMP math supplemental curriculum for intervention strategies.

Had additional training with teachers for small group instruction in math, including how to make data driven groups.

Administer end of unit Jump Math assessments on I/O (EADMS) to give the students practice with an on-line assessment program that is similar to the SBAC assessments.

Aligned IXL to JUMP Math to allow for greater synchronicity between the math curriculum and the intervention and enrichment support system.

INCREASED OR IMPROVED SERVICES

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

To increase and improve services for low-income students, English Learners and Foster Youth, the school has purchased Chromebooks and Chromebook charging stations so that all students in grades 1-8 will have access to a computer at all times throughout the school day. The school has also made a significant investment in the infrastructure to support the entire school's online learning efforts so that all students at all times will be able to access the online learning platforms without experience service delays and interruptions. These improvements include:

- WIFI access points were upgraded throughout the school to increase internet speeds.
- VLANs were separated to prioritize traffic on the school's internet.
- Firewall protection enforcement.
- Security system upgraded: 7 additional cameras added (totaling 13 surveillance cameras for the campus).
- 1:4 iPads in TK-Kindergarten.

Not only has the school achieved a 1:1 student to computer ratio in grades 1-8, the school has invested in state of the art computer based educational curriculum to support student academic achievement. The consistent access to computers and computer-based learning will help the low-income and foster youth that may not have consistent access to computers away from the school. Much of the computer-based curriculum used by Sycamore Academy is specifically designed to encourage English language acquisition for English learners.

Additionally, the school has increased the amount of in class support the students receive with mentors. Sycamore offers free after school tutoring with credentialed teachers. The school has increased the amount of free after school sports programs and included more grade levels. The amount of Education Specialist has increased, to allow each teacher to work with a smaller case load. Learning A-Z intervention and enrichment support system for literacy has been added to the already robust Learning A-Z electronic curriculum, to include an English Learner component.

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	$5,440,156
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$190,000

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.

Annually, the Governing Board for the Sycamore Academy of Science and Cultural Arts adopts a budget that applies to the next fiscal year. The Governing Board approves the districts Local Control and Accountability Plan (LCAP) which outlines the resources allocated in support of the goals in the plan. The LCAP adopted by the Board each year includes the budgeted amounts for each action or service identified. This document provides a high-level summary of the allocations and projected expenditures.

Throughout the year, adjustments are made to the working budget due to changes in scope of service, costs of staffing, supplies, and contracts, etc. While budgets are monitored during the year, it is not unusual for the projected expenditures to differ from the originally budgeted amounts. Within the Annual Update (which is a part of the LCAP each year), differences of 10% or more in any action/service line are explained.

| $5,000,624 | Total Projected LCFF Revenues for LCAP Year |

Annual Update

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	**GOAL #1** All students will demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Each grade level will increase the percentage of students who score at the "met" or "exceeded" level in ELA and Math by 1% over the prior year in ELA and Mathematics	After analyzing the data provided by the California School Dashboard, the overall student population that took the SBAC test did not demonstrate progress toward mastery of the Common Core State Standards in literacy and mathematics. The local results were different, indicating that students did make progress in both academic areas of literacy and math. The local tests were conducted and the data was tabulated on the I/O (EADMS) platform. I/O (EADMS) is a comprehensive formative assessment and data management solution that provides educators at all levels immediate results to measure student performance and is optimized for online and paper-based assessment. The testing platform offers rigorous, Common Core aligned questions with varying levels of difficulty.

2015/16 and 2016/17 Condensed SBAC Results for ELA and Math

Subject	15/16	16/17	Result
ELA	43%	44.21%	Increased
Math	29%	28.87	Decreased

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**

Actions/Services	**PLANNED** Several actions and services have been modified to address the goals of the LCAP. 1. A change that will likely have a great impact on student achievement is the grade level classroom configuration of the school. Prior to the 2017/18 school year, Math and ELA have been taught in a multi-age classroom setting. Beginning with 2017/18, Math and ELA instruction will be given in a single grade setting, allowing greater emphasis on grade level Common Core State Standards. 2. Teaching and learning from CCSS aligned materials. 3. Administration of common assessments. 4. Access to supplemental books and classroom materials. 5. Provide small group and after school tutoring.	**ACTUAL** An assessment and analysis schedule was created and implemented. A team of teachers was formed to aid in the development in curriculum, instruction and assessment with the specific goal of guiding all classroom teachers, education specialists and classroom support mentors to help every student toward mastery of the common core state standards. Teachers and classroom support mentors participated in professional learning to analyze student data in order to determine appropriate strategies for remediation including additional small group instruction, one on one intervention with a teacher and tutoring.
Expenditures	**BUDGETED** $20,000	**ESTIMATED ACTUAL** $20,000

Action   2

Actions/Services

PLANNED	ACTUAL
Provide training for faculty and support staff in the understanding and implementation of instructional strategies in order to help students in all academic areas including math and ELA and to support academic development according to the range of rigor and format found in the SBAC testing. Ensure all teachers have access to new Common Core implementation and instructional strategies training for the specific textbooks, workbooks, and supporting materials that are used in their classrooms	Ongoing training during professional development for faculty and support staff in the understanding and implementation of instructional strategies included Visible Learning, Jump Math and IXL for math and ELA and Learning A-Z for literacy. Training and the use of I/O (EADMS) was used to support academic development according to the range of rigor and format found in the SBAC testing.

Expenditures

BUDGETED $20,000	ESTIMATED ACTUAL $20,000

Action   3

Actions/Services

PLANNED	ACTUAL
Administration, general education teachers, special education teachers, contracted guest teachers and academic consultants, will collaborate to provide accommodations, modifications and support services for students with special needs.	Education specialists and general education teachers collaborate to provide accommodations, modifications and support services for students with special needs during weekly team planning sessions and Friday afternoon professional development planning sessions. General education classroom teachers and Education Specialists collaborate in order to schedule time to meet with students within the classroom setting.

Expenditures

BUDGETED $20,000	ESTIMATED ACTUAL $20,000

Action   4

Actions/Services

PLANNED	ACTUAL
Use multiple education database services for the collection, organization and reporting of assessment data for all students. Administration, faculty and staff to receive training in	Administration, faculty and staff received training in order to facilitate reporting of assessment data several ways, including: • PowerSchool

order to facilitate reporting of assessment data several ways, in order to differentiate instruction based on the needs of the individual student	• CAASP Training, • ETS Training, • LCAP creation and reporting training • I/O (EADMS) consultations and user conference

Expenditures	BUDGETED $15,000	ESTIMATED ACTUAL $15,000

Action 5

Actions/Services	**PLANNED** Provide Teacher Induction program for faculty possessing a preliminary credential.	**ACTUAL** All teachers that have not yet received a cleared credential were part of an induction program (CTIP).
Expenditures	BUDGETED $40,000	ESTIMATED ACTUAL $40,000

Action 6

Actions/Services	**PLANNED** Faculty professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students in both math and ELA.	**ACTUAL** Ongoing training of faculty during professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students. IXL, Learning A-Z and I/O (EADMS), were used to help determine which students were underachieving in both math and ELA.
Expenditures	BUDGETED $20,000	ESTIMATED ACTUAL $20,000

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.	Goal #1 was for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement. To achieve this goal, the faculty and staff was provided training and support in the understanding and implementation of instructional strategies in order to help students in all academic areas including math and ELA and to support academic development according to the range of rigor and format found in the SBAC testing.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Performance on the 2017 SBAC test indicate that there was progress toward mastery by "All" students in the area of ELA. According to Edsource.org (Sept 27, 2017) 43% of the students met or exceeded standards in ELA on the 2016 SBAC test, while 44.21% of the students met or exceeded standards in ELA on the 2017 SBAC test. This is an increase of +1.21%. Not all students did progress toward mastery of the Common Core State Standards in math as Edsource.org (Sept 27, 2017) reports a decrease of less than ¼ of 1%. 29% of the students met or exceeded standards in math on the 2016 SBAC test, while 28.87% of the students met or exceeded standards in math on the 2017 SBAC test. This is a decrease of -0.13%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures to report.
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 students of Sycamore Academy are making progress and academic success in the areas of ELA and math as measured by the SBAC testing. The SBAC assessment results from the students of Sycamore Academy compare well to the surrounding schools, authorizing school district and the state of California although the majority of students participating in the SBAC assessment still need to demonstrate progress toward mastery of the Common Core State Standards, making goal #1 still relevant and necessary. The lack of progress in the area of math has deemed it necessary to break this single goal into two goals for the future, a goal for literacy and a goal for math. These changes are indicated in the new LCAP goals.

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 2	**GOAL #2** Improve the attendance rate for all students with below average attendance rates.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Achieve a school wide attendance rate greater than 97% as reported on P1, P2 and P-annual

According to the P1, P2 and P-annual reports

Year	17/18	16/17	15/16
P1	95%	95%	95%
P2	95%	96%	94%
PA	N/A	96%	96%

- The data cited is the most current.
- Results for P-annual is part of the goal. The 2017/18 P-annual data is not available at the time of publishing.

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**

Actions/Services

PLANNED
Provide ongoing communication and education for all parents regarding the law and importance of

ACTUAL
The attendance Policy, Parent-Student Handbook and Safe School Plan were aligned in order to support improved student attendance.

	school attendance including explanation of the school attendance policy. Provide information about chronic absenteeism to students and parents through PIE (Parent Information Exchange) nights	School Site Council was included in the development and alignment of the attendance policy. The attendance policy was discussed with parents at the Town Hall meetings held during the year. At the Town Hall meetings, parent feedback indicated that the school needs to continue to emphasize regular attendance but attendance should no longer be an LCAP goal.
Expenditures	**BUDGETED** $10,000	**ESTIMATED ACTUAL** $10,000

Action 2

Actions/Services	**PLANNED**
	  Establish a SART meeting that will also be an attendance intervention meeting and SARB hearing process that follows the guidelines set out by Riverside County District Attorney's office policies and procedures regarding SART meetings and SARB hearings
		ACTUAL
		  SART meeting protocols were established and meetings were held with parents.
		Call parents when students have been absent for consecutive days.
		Ensuring attendance in the class is taken on time and is accurate.
		Ensure attendance is taken in all electives, clubs and during PE.
		Ensure that students who are in Restorative Justice electives report to the office for attendance.
		Send weekly attendance letters to students that are frequently tardy and absent.
		Hold meetings with parents and students that are frequently tardy and absent.

Expenditures	**BUDGETED** $30,000	**ESTIMATED ACTUAL** $30,000

Action 3

Actions/Services	**PLANNED**
	  Provide ongoing communication and education for all parents regarding the law and importance of school attendance including explanation of the school attendance policy. Provide information about chronic absenteeism to students and parents through PIE (Parent Information Exchange) nights
		ACTUAL
		  Attended the "Reducing Chronic Absenteeism" workshop at the RCOE.
		Updated the school's attendance policy.
		Called parents whose student has frequent absences but before there student is in violation of the attendance policy to see if the school can offer any assistance.
		
		Called parents that are in violation of the attendance policy and

	explain to them the harmful effects of chronic absenteeism. Spoke to the students that were chronically absent or tardy to let them know the importance of regular school attendance. Held SART meetings for students that are in violation of the attendance policy.

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.	Goal #2 was to improve the attendance rate for all students with below average attendance rates. In an effort to achieve this goal, the attendance policy was updated with the goal of improving attendance for those with below average attendance. Administration and staff received training in the area of reducing chronic absenteeism. Administration and staff communicated with families and students with below average attendance by mail, email, phone calls and conferences.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As reported on P1, P2, the school wide attendance rate is less than the goal of 97%. Attendance has improved each school year beginning with 2015/16 and continuing with the 2016/2017 and has maintained the goal of 97% for the 2017/18 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures to report.
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.	There have not been changes made to this goal. This goal has not yet been met, though there has been progress made toward achieving the goal. It is consistent with the goal of overall academic success for students to have an attendance rate of at least 97%, making goal #2 still relevant. However, the attendance goal was discussed with parents at the Town Hall meetings held during the year. At the Town Hall meetings, parent feedback indicated that the school needs to continue to emphasize regular attendance but attendance should no longer be an LCAP goal.

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 3	GOAL #3
	Increase parent understanding of CCSS, accountability and charter schools.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Parent Survey results will demonstrate parents will increase their knowledge of CCSS, SBAC and charter schools.	According to the qualitative data, results received from feedback and surveys at the various PIE nights and Town hall style meetings that were held to disseminate information and increase parent knowledge of the CCSS, SBAC and charter schools, Sycamore parents have in fact increased their knowledge in all three areas. A conversation about the knowledge that parents have regarding CCSS, SBAC and charter schools was discussed with parents at the Town Hall meetings held during the year. At the Town Hall meetings, parent feedback indicated that the school needs to continue to emphasize parent knowledge regarding CCSS, SBAC and charter schools but should no longer be an LCAP goal.

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**

Actions/Services	PLANNED	ACTUAL
	Provide information sessions for parents (Parent Information Exchange) to learn about Charter Schools, California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and	In September, two teacher work days were dedicated to conferencing with the parents of every student to discuss Common Core State Standards, Smarter Balanced assessments, the California Assessment of Student Performance and Progress and information regarding Charter Schools.

	Progress through monthly Town Hall style meetings.	Throughout the school year, Sycamore Academy held several Parent Information Exchanges (P.I.E.) and Town Hall style meetings, discussing wide range of topics, including the Common Core State Standards (CCSS), Smarter Balanced assessments (SBAC), and California Assessment of Student Performance and Progress (CAASPP) and information regarding public Charter Schools.
		The school also put forth a great effort to communicate with parents through social media. Sycamore Academy named a media clerk and consistently communicated to the school's stakeholders through various social media sites.
Expenditures	BUDGETED $10,000	ESTIMATED ACTUAL $10,000

Action   2

	PLANNED	ACTUAL
Actions/Services	Provide resources to parents for self-review of information about Charter Schools, California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress	The school staff provided informational resources to the participants of the Parent Information Exchange meetings. At each of those nights, parent feedback was solicited and received. The information garnered from these meetings was used to guide the schoolwide focus.
Expenditures	BUDGETED $5,000	ESTIMATED ACTUAL $5,000

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.	Goal #3 was to increase parent understanding of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system. In an effort to achieve this goal, faculty and staff has received training and ongoing support in the Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system and how to support families with this information. According to the qualitative data, results received from feedback and surveys at the Town Hall meetings held to disseminate information and increase parent knowledge of the CCSS, SBAC and charter schools, Sycamore parents have in fact increased their knowledge in all three areas including the CCSS, SBAC and charter school knowledge. The 2017/18 June Town Hall summary indicates that parents want Town Hall meetings to continue to be held and increase in frequency. Parents have voiced that they would like the school to hold a monthly "Parents University" and discuss a variety of topics that include academic, social and behavioral. A summary of the three PIE Nights is included with the WASC binder.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	According to the parent Survey results, parents have increased their knowledge of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures to report.
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.	It is consistent with the goal of overall academic success for parents to be active participants in their child's education. Understanding the Common Core State Standards, school accountability and the vital role that their student's charter school plays in the student's education, will contribute to the parent's ability to assist their child in academic progress. It was discussed at each Town Hall, the relevance of the meetings. At each Town Hall, the parents overwhelmingly asked to continue to have the meetings as they are the best way for parents to learn about Charter Schools, accountability and CCSS. Parent feedback indicated that the school needs to continue to emphasize parent understanding and involvement, but attendance should no longer be an LCAP goal.

Stakeholder Engagement

LCAP Year ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In September of 2017, the faculty and staff analyzed student performance data and compared it to the goals outlined in the 2016/17 year LCAP and the school's charter. The information was aligned to the State goals and a framework for stakeholder discussion was created.

The School Site Council (SSC) was engaged in the winter. The SSC maintains a 50—50 parent to staff participation. The council reviewed the beginning data as well as the end of first trimester data to determine any changes to the plan necessary to meet the LCAP goals.

Survey information collected at the end of the 2016-17 school year was reviewed and plans to address areas identified as areas of weakness were made.

SSC began discussion around changes to the 2017-18 survey.

Multiple parent information nights were held throughout the year to explain the CCSS, SBAC, LCAP, and LCFF. Parents were notified of these events via social media, School Messenger emails, phone calls and written notices. At the events, faculty and administration presented information, examples and resources to the participants. Question and answer periods were facilitated.

The school staff provided informational resources to the participants.

At each of those nights, parent feedback was solicited and received. The information garnered from these meetings was used to guide the schoolwide focus

IMPACT ON LCAP AND ANNUAL UPDATE

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

Sycamore Academy engaged multiple groups in order to obtain feedback and collaborate with a diverse array of stakeholders within our learning community. Priority was made to meet with representatives of unduplicated pupils and other special populations beginning in September and Continuing throughout the year.

The final LCAP parent meeting was held on May 18, 2018 and well attended by stakeholders. The meeting was held in a "Town Hall" format that was moderated by the Assistant Principal and all stakeholder groups, participated in the meeting.

At this meeting the 2017/18 LCAP in progress was discussed as well as the current California School Dashboard. At the town hall, the areas of greatest progress, greatest need and performance gaps were discussed in detail with recommendations on how to report the areas on the LCAP.

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.

☒ New	☐ Modified	☐ Unchanged

Goal 1	**GOAL #1** As a group, all students will progress toward mastery of the Common Core State Standards in math as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Our goals in mathematics instruction are to increase student mathematical competency, including the increase the percentage of students that meet or exceed standards and to develop both conceptual and procedural mathematics knowledge in all students. Teachers and Students will be in the third year of JUMP Math implementation and the growth seen in year two is expected to continue in year three. There will be a renewed emphasis in small group instruction for math, especially using the constructivist strategies and academic activities include Marcy Cook and Writing About Math (W.A.M.).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide end of year standardized tests results for SBAC.	37.7% of student's scored standard met or exceeded in math on the 2018 SBAC test.	37.7% of student's scored standard met or exceeded in math on the 2018 SBAC test.	As a group, all student's will progress toward mastery in an effort to meet or exceed standard in math as scored on the 2019 SBAC test .	The Sycamore Academy LCAP is for the 2018/19 school year only.
Schoolwide end of year standardized tests results, for I/O.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	As a group, 55% of all student's will meet or exceed standard on the I/O benchmark tests for ELA.	The Sycamore Academy LCAP is for the 2018/19 school year only.

[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](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)	☒ English Learners ☒ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The Sycamore Academy LCAP is for the 2018/19 school year only.	Services 1. Tutoring 2. IXL online intervention 3. Small Group Instruction 4. WAM and math literacy emphasis 5. Kagan strategies 6. Interim Assessments 7. I/O benchmark assessments Actions 8. JUMP Math training for teachers 9. WAM and math literacy training 10. Kagan training	The Sycamore Academy LCAP is for the 2018/19 school year only.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	N/A	Amount	$70,000	Amount	N/A
Source	N/A	Source	Other State Revenue LCFF Base	Source	N/A
Budget Reference	N/A	Budget Reference	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840	Budget Reference	N/A

☒ New	☐ Modified	☐ Unchanged

Goal 2

GOAL #1

As a group, all students will progress toward mastery of the Common Core State Standards in literacy as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

All students will grow as readers through involvement with a literacy-rich, project-based curriculum that supports deeper learning.
The Sycamore Academy curriculum, including activities and projects, align with the Common Core ELA State Standards (CCSS) and integrate research-based literacy strategies that support students as readers and writers

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide end of year standardized tests results for SBAC.	49.6% of student's standard met or exceeded in ELA on the 2018 SBAC test.	49.6% of student's standard met or exceeded in ELA on the 2018 SBAC test	As a group, all students will progress toward mastery in an effort to meet or exceed standard in ELA as scored on the 2019 SBAC test.	
Schoolwide end of year standardized tests results, for I/O.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	As a group, 55% of all students will meet or exceed standard on the I/O benchmark tests for ELA.	

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The Sycamore Academy LCAP is for the 2018/19 school year only.	Services 　1.　Tutoring 　2.　IXL online intervention 　3.　Raz Kids 　4.　Learning A-Z training 　5.　Step Up to writing 　6.　Small Group Instruction 　7.　Kagan grouping strategies 　8.　Interim Assessments 　9.　I/O benchmark assessments 　10. Reading Specialist Actions 　1.　Kagan training 　2.　Learning A-Z training	The Sycamore Academy LCAP is for the 2018/19 school year only.

	3. Step Up to Writing training	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	N/A	Amount	$65,000	Amount	N/A
Source	N/A	Source	Other State Revenue LCFF Base	Source	N/A
Budget Reference	N/A	Budget Reference	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840	Budget Reference	N/A

☒ New	☐ Modified	☐ Unchanged	

GOAL 3	The student group with disabilities will progress toward mastery of the Common Core State Standards in literacy and math as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O and by meeting the goals established in the IEP.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

We want all students to not only feel competent and capable in school, but to enjoy learning and to see education as a vehicle for contributing to their communities and their world. Better supporting students with disabilities will be a focus of this effort.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide end of year standardized tests results for SBAC.	47.46% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test 23.76% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test	47.46% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test 23.76% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test	50% of students will nearly meet, meet or exceed standard in ELA on the 2018 SBAC test. 27% of students will nearly meet, meet or exceed standard in ELA on the 2018 SBAC test.	
Schoolwide end of year standardized tests results, for I/O.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	50% of students will nearly meet, meet or exceed standard in ELA on the 2018 I/O test. 27% of students will nearly meet, meet or exceed standard in ELA on the 2018 I/O test.	
Results from the annual or triennial IEP.	Results from IEP's were not collected and grouped for data purposes in 2017/18. Baseline data will begin in 2018/19.	Results from IEP's were not collected and grouped for data purposes in 2017/18. Baseline data will begin in 2018/19.	90% of the students will meet 80% of their IEP goals.	

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	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The Sycamore Academy LCAP is for the 2018/19 school year only.	Services 1. Tutoring 2. IXL online intervention 3. Raz Kids 4. Learning A-Z training 5. Step Up to writing 6. Small Group Instruction 7. WAM and math literacy emphasis 8. Kagan grouping strategies 9. Interim Assessments 10. I/O benchmark assessments 11. Mentors in class to assist Education Specialist 12. SDAIE Strategies used by the classroom teacher	The Sycamore Academy LCAP is for the 2018/19 school year only.

| | Actions
13. Kagan training
14. Learning A-Z training
15. JUMP Math training for teachers
16. WAM and math literacy training | |

BUDGETED EXPENDITURES

2017-18

Amount	N/A
Source	N/A
Budget Reference	N/A

2018-19

Amount	$25,000
Source	Other State Revenue LCFF Base
Budget Reference	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840

2019-20

Amount	N/A
Source	N/A
Budget Reference	N/A

☒ New	☐ Modified	☐ Unchanged

GOAL 4	The school will reduce the number of students suspended.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Sycamore Academy teachers practice a student centered, inclusive approach that supports and challenges each student. All students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in transitional kindergarten. This sense of belongingness and community creates an atmosphere of safety and collaboration amongst students. Consistent with this emphasis on meaningful relationships between adults and students Sycamore Academy seeks to use restorative practices to reduce the rate of suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The suspension and expulsion data as reported in CALPADS.	Internal data indicates that Sycamore Academy has a YTD suspension rate of 1.5%	Sycamore Academy has a YTD suspension rate of 1.5%	Sycamore Academy suspension rate will be 1%	The Sycamore Academy LCAP is for the 2018/19 school year only.
The suspension and expulsion data as reported in the California School Dashboard	Internal data indicates that Sycamore Academy has a YTD suspension rate of 1.5%	Data is not available at time of publishing the LCAP	Sycamore Academy suspension rate will be 1%	The Sycamore Academy LCAP is for the 2018/19 school year only.

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The Sycamore Academy LCAP is for the 2018/19 school year only.	Services 1. Regular group "check-ins" 2. Kagan grouping in classrooms 3. Cyber Ethics training 4. Restorative Justice practices 5. Restorative Justice tutoring 6. Emphasis in Covey's Leader in Me principles 7. On site Counseling 8. On site Director of Student Services Action 1. CPI training for all staff	The Sycamore Academy LCAP is for the 2018/19 school year only.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	N/A	Amount	$20,000	Amount	N/A
Source	N/A	Source	Other State Revenue LCFF Base	Source	N/A
Budget Reference	N/A	Budget Reference		Budget Reference	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$374,614	Percentage to Increase or Improve Services:	8.10%

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).

In 2018/19, the projected Unduplicated Pupil percentage is estimated to be 66.03%. In line with the mission and vision of the school's charter, Sycamore Academy has determined that the most efficient use of funds is to provide supplemental services in a school-wide manner ensuring that all students including the targeted student population receives support. Although supplemental services will be implemented in a schoolwide manner, Sycamore Academy will proportionally fund the projects with supplemental funds and general LCFF funds for all students.

In effort to meet both State priority areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following school-wide actions/services will be reassessed for effectiveness and implemented to support all students, especially the Unduplicated Pupils. These services include but are not limited to:

- All students will be assessed frequently and data will be evaluated to ensure appropriate interventions are put into place in order to support student achievement.
- Student Study Team for students that demonstrate an academic, social or behavioral need.
- Performance blocks. Purposeful small group instruction with the credentialed teacher, in the classroom to meet the academic needs of every student.
- After school tutoring with a credentialed teacher at no charge to the family.
- Continue implementing online education programs, performance tasks, classroom challenges, textbooks and workbooks that include content that support the EL student population while mastering the Common Core State Standards.
- Provide academic and social interventions to all foster youth and other pupils that qualify or demonstrate a need for additional support.
- EL, Foster Youth, Low Income and all students will receive additional administrative and academic services such as; Mentors in classrooms, mentors for supervision outside the classroom, school counselor services (psychologist) and Special Education services as needed.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

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

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

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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