Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
MIT Griffin Academy Middle School	Susan Valdez, Assistant Director	svaldez@mitacademy.org; 707.552.6482

2017-20 Plan Summary

The Story

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

Background: Griffin Academy Middle School will open in August of 2018 to 144 6th and 7th grade students chosen by lottery in March of this year. There is a current wait list of 57 for 6th grade and 5 for 7th grade, for a total of 62.

The Griffin Academy (GA) Mission Statement: Griffin Academies' mission is to prepare our diverse student body for success in college, careers, and civic engagement. Students graduate from GA with the knowledge, skills, and habits to succeed in college and to be thoughtful and contributing citizens.

The GA Learning Model: The framework for the instructional design in the core academic and technology courses is from Summit Learning; Spanish will be added to this group in 2019-20. The curriculum was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), based on an analysis of the Summit Charter Schools' curriculum, data, and feedback by students, teachers, administrators, and parents. Since 2013, Summit Public Schools has partnered with the Stanford Center for Assessment, Learning, & Equity (SCALE) to develop performance assessment tools and systems that support and build teachers' capacity to build better performance assessments and to implement performance assessment effectively and equitably. MIT Griffin Academy, as a Summit Learning partner school, is the beneficiary of this extensive, research-based curriculum effort.

Summit materials include a Common-Core aligned guide for each subject, with initial diagnostic assessments students take to determine what they already know and what they still need to learn. For each unit, there is an overview and a series of standards-based focus areas, with playlists students choose from to learn the content: guided practice problems, presentations, videos, readings, podcasts, and more. Also available on the Platform is a pool of hundreds of multiple-choice questions from which assessments are randomly constructed, so no two assessments are alike. Students must

demonstrate mastery on the assessment to complete the focus area. There are currently more than 700 playlists, with associated assessments. MIT Griffin Academy teachers can adjust the playlists for all students or individual students.

Each student has a laptop and a personalized digital dashboard that indicates their progress in each subject: topics they have mastered turn green, those they still need to master are red. Students work on the areas they have chosen with their mentor teacher at their weekly meeting. They work at their own pace, using the playlist options that fit their learning style best. Their mentor teacher tracks their progress, discusses progress during the week informally, and meets weekly one-on-one with each student to formally analyze progress and plan learning activities for the next week.

Approximately 35% of student time in each discipline is spent in the "content knowledge" activities described above. The other ~65% is devoted to "cognitive development" activities in project- and problem-based learning. These projects have been developed by Summit Schools and SCALE and have been subjected to a cycle of continuous improvement by both organizations. Projects are most often collaborative, requiring that students who have mastered the content knowledge be grouped by the instructor to complete the project. Assessment of projects is individual and based on a rubric of cognitive skills that measure such standards-based concepts as "synthesizing multiple sources," "interpreting data/information," or "contextualizing sources." Again, MIT Griffin Academy teachers can adjust projects for individual students, a single group, or an entire class.

Grades for all Summit Learning courses are standards based and reflective of the ~35%-65% emphasis on content knowledge and project-based learning/cognitive development. Mastery at the $\geq$70% level is required for passing.

Intervention courses are taught 4 days/week and in the after-school program; physical fitness is also in the after-school program. Electives are taught during the two 1-week intersessions in the fall and spring.

The GA Experience: To achieve this mission, we have adopted the following principles, which are the foundation for our expectations and decisions.

1. We build and maintain respect, accountability, and strong relationships. At GA, student physical and emotional well-being is a priority, and our school is rooted in care and affection.

- GA learners build secure attachments with their mentor, teachers, school director, and peers.
- GA learners and staff build strong relationships and community structures to prevent harm.
- GA learners and staff accept all individuals unconditionally even when not accepting actions and behaviors that harm the community.
- GA learners take accountability for their actions and repair any harm done, prevent future misconduct, and restore relationships among community members impacted.
- GA learners learn from their mistakes.

2. We develop self-directed learners who have the habits required to reach their potential. At GA, we are successful when our students grow academically, cognitively, socially, and emotionally. Our 16 key Habits of Success produce the skills, habits, and knowledge to allow all students to reach their potential. The Habits help all students succeed. When a student is struggling, we use a clear intervention system, with the student and family, to diagnose the needs and develop a support plan.

- Students actively use the platform tool to guide their personalized learning.

- Students set and monitor progress on appropriate short-term goals. They can explain the purpose of the task they are working on and how it contributes to their long-term goals.
- Students seek help. If they have tried to answer a question themselves and still need help, they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate.
- Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

3. We build and maintain peace and safety in our community.

- Students and staff operate safely and responsibly.
    - Students arrive to school early and are seated in their first period class on time.
    - Students follow their assigned schedule at all times.
        - Students take responsibility for knowing where they are supposed to be.
        - For schedule questions, students ask for help in the office proactively to avoid missing class time.
        - If students must leave their assigned location, they ask for and wait for permission from the faculty member in charge.
    - Students stay in supervised, allowed locations on campus. until they are dismissed at the end of the day.
    - On their way to and from school, students make sure their parents know where they are at all times.
- We respect the physical boundaries of others.
    - Students engage in respectful, school-appropriate physical contact (handshakes, high-fives, etc).
    - Students ask for and wait for permission before touching the personal property of others.

4. We create a focused, joyful, and community-centered learning environment For students to achieve their rigorous goals, classrooms must be focused and joyful learning communities where teachers and students establish and honor clear routines and procedures that allow for a focus on the academic work.

- GA learners understand the value of norms, routines, and expectations and respect their own learning environment and that of their teachers and peers.
- GA learners practice, internalize, and execute these routines without teacher direction.
- When expectations are not met, GA learners and teachers intervene and hold the community accountable for meeting the learning environment expectations.
- Students are accountable for creating the community-centered learning environment
    - They arrive prepared with the appropriate materials and follow the directions promptly and respectfully.
    - They internalize classroom routines and expectations and follow these routines with minimal teacher support.
    - They maintain a productive working environment, avoid or ignore distractions. follow norms for volume and collaboration, and stay on task and encourage their peers to do so as well.
    - Students use technology appropriately and responsibly for academic purposes.
    - Students see the classroom as a safe haven from which they can take interpersonal and academic risks, encourage their classmates, and offer help to peers.

5. We build secure attachments within our close-knit, connected community. At GA, every student has the chance to build and maintain secure attachments with other students and teachers.

- All GA learners have a regular, one-to-one check-in (Mentor Time) when their mentor engages them by coaching them through the self-directed learning cycle:
    - reflection on the previous week,
    - goal setting for the following week,
    - discussion of how these short-term goals align with their long-term goals, and
    - creation of a specific plan for they will achieve the short-term goal.
- In Mentor Time, GA learners have a safe place to express themselves to their fellow community group members and to their mentor.
- During Mentor Time, Summit Learners engage in activities and discussions focusing on:
    - Community and Academic Belonging,
    - Diversity and Equity,
    - Stories of Self,
    - Core Characteristics,
    - Conflict Resolution,
    - College Readiness, and
    - Habits of Success.

6. We create a foundation of equity in our diverse community. We believe that everyone benefits from being an active participant in a diverse and multicultural community that expects and supports the success of all.

- GA purposefully works to reflect the full diversity of Vallejo in our student bodies.
- GA learners and teachers value multiple experiences, backgrounds, and perspectives and work to implement community norms and practices that promote respect, understanding, and inclusion. Students use respectful and school-appropriate language.
- GA builds understanding and empathy among all members of the community.
    - Students ask appropriate questions that deepen knowledge of others' backgrounds and interests.
    - Students seek to understand the perspectives of others.
    - Students think about how their actions will affect others before they act.
- Students and staff support each other and leave no Griffin behind.
    - Students go out of their way to be kind to others.
    - Students actively look to see if a peer is struggling and help them however they can.
    - Students alert a faculty member if someone needs more intensive help.

7. We promote college, career, and civic engagement readiness. GA prepares all students for success in college. While not every student may choose this path, all will graduate with the option, and all will become thoughtful, contributing members of society. GA focuses on four elements to ensure this preparation: cognitive skills, content knowledge, habits of success, and real-life experiences.

- *Cognitive Skills* are the higher-order thinking skills that students need to solve complex problems in school and life, like asking questions and interpreting data & information. The 36 cognitive skills enable students to be successful in both known and unknown situations.
    - Cognitive skills are taught, practiced, and assessed through project-based learning: authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

- o GA defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas, so students can see the connections between classes and track their growth across time.
- *Content Knowledge* is the set of facts and information fundamental to understanding our world. Students learn content in different ways and speeds.
  - o GA students have access to a wide variety of resources to help them learn relevant content through videos, slideshows, websites, readings, and practice activities. Students choose the resources they want to learn through at school and home.
  - o Content knowledge is assessed through online, on-demand, multiple-choice content assessments. Students request to take an assessment when they think they have mastered the material, and the teacher agrees. If they pass, they select another content area; if they don't pass, they can study and re-take or opt for a break by moving to another content area.
- *Habits of Success* describe the ways we relate to ourselves, others, and the world around us through, for example, self-direction (taking the initiative in navigating toward goals), curiosity (desire to engage and understand the world), and civic identity (belonging to and participating in communities).
  - o GA's foundational habits include a developmental layering of habits that are important for college, career readiness, and community engagement and are possible to learn, so students (and adults) can get better at them with practice.
  - o Habits of Success are addressed daily and especially in student-mentor interactions. Project Time, Personalized Learning Time, and Expeditions, and other parts of the day provide additional opportunities to practice and get feedback.
  - o Students and their mentor assess progress on Habits of Success, with a special focus on motivational mindsets (growth mindset, sense of belonging, relevance of school) and strategies for self-directed success (self regulation, self direction). Students also self-assess on belonging and attachment through surveys three times per year.
- *Real Life Experiences* help students connect classroom learning—skills, knowledge, and behaviors—to the world around them, and help prepare them for careers and a lifetime of civic engagement.
  - o GA provides students real-life experiences through Expeditions elective workshops and courses, academic projects based on real-life scenarios, off-campus field trips, and community/civic involvement activities.
  - o Real life experiences prepare students to apply their knowledge and skills to new contexts in college, career, and life, and to all challenges outside the well-defined parameters.
  - o GA's professional certification programs allow students to complete middle school and high school with basic technology certifications that validate their mastery of skills essential to virtually all careers.

These elements are, in part, delivered and tracked through GA's Summit Learning Platform (SLP), a dynamic online dashboard where students set goals, track their progress, and direct their own learning. The SLP is also the primary way we communicate a student's academic progress with their family. Parents see the same thing that students, mentors, and teachers do: detailed, up-to-date information about their child's projects and assessments, as well as overall grades.

GA's Goals and Annual Measurable Objectives:

Goal 1: To improve the conditions of learning for students

1.1 Teacher assignment: >90% of core academic teachers will be highly qualified for their assignment.

1.2 Access to a broad course of study using standards-based curriculum & instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials

1.3 Facilities: At least 5% of facilities will be renovated or replaced annually until all facilities are in good repair.

Goal 2: To improve pupil outcomes for all students

2.1 Academic performance will be demonstrated by the following indicators:
- CAST science scores: results will be >similar scores for Vallejo City USD middle schools
- CAASPP math scores: results will be >similar scores for Vallejo City USD middle schools
- CAASPP ELA scores: results will be >similar scores for Vallejo City USD middle schools
- CDE Dashboard scores for sub-group achievement will show gaps of no more than 2 levels between all students and any sub-group in ELA and in math.

2.2. College/career readiness will be demonstrated by completion of >1 industry certification: 10% of promoting 8th graders

2.3. EL progress will be demonstrated by the percentage of students progressing by > 1 ELPAC level/year plus those maintaining at Early Advanced/Advanced plus those re-classified as RFEP in the previous year improving as a rolling 3-year trend

<u>Goal</u> 3: To improve engagement for all students and parents/guardians

3.1 Parent/guardian engagement will be demonstrated by the following indicators:
- Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey.
- Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of >4 on a 5-point scale on the annual survey
- Parent completion of optional, agreed-upon hours: At least 75% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners

3.2 Pupil engagement will be demonstrated by the following indicators:
- Attendance will maintain at >95% of currently enrolled students.
- Chronic absenteeism will decrease annually or maintain at <VCUSD middle school rate
- Suspension rates will decrease annually or maintain at <VCUSD middle school rate
- Expulsion rates will decrease annually or maintain at <VCUSD middle school rate
- Middle school drop-out rates will decrease annually or maintain at <VCUSD middle school rate
- Honor Roll: The percentage of students on Honor Roll first semester will increase or maintain at >35%
- "F" rate: The percentage of students with >1 "F" grade will decrease or maintain at <60%

LCAP Highlights

Griffin Academy's 2018-19 LCAP
- Initiates programs producing excellent results for middle school students and families in other Summit Learning schools, such as a focus on mastery learning of content and project-based application of that content and a focus on social-emotional learning and mentoring.

- Pro-actively initiates intervention programs in reading and mathematics, based on early indicators of likely skill deficits.

Review of Performance

N/A

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	$ 1,515,081
TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR	$ 1,346,667

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.

Expenditures do not include the CMO management fee which pays for administration such as IT services, HR, and finance.

DESCRIPTION	AMOUNT
TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR	$ 1,122,766

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

To involve the numerous stake holders in establishing priorities for the 2018-19 budgets and LCAPs for Mare Island Technology Academy Middle School, MIT Academy High School, and Griffin Academy Middle School (opening August, 2018), the annual Strategic Planning meeting was held on Saturday, January 27, 2017 to gather input, review data, determine progress and set goals, objectives, indicators, and expenditures. This meeting included parents, students, teachers, staff, administrators, ELAC members, African-American Parents Association members, Parent-Teacher Network members, bargaining unit members, Board members, partner businesses and organizations, postsecondary representatives, and community members, including the School Site Council.

Data reviewed included CAASP scores and relative achievement levels of numerically significant sub-groups, NWEA scores, benchmark assessments, Honor Roll and "F" lists, a-g completion rates, graduation rates, student and parent survey results, discipline data (including suspensions and referrals), on-track for graduation data, attendance (regular and after school), RtI assignment and completion rates, English Learner progress, Pyramid of Intervention Tiers 2 and 3 assessment and completion rates, I-Try contract numbers and compliance rates, summer school outcomes, before- & after-school program numbers, numbers and percentages of highly qualified staff, parent hour completion, and other data.

At this meeting, the goals and objectives established last year were reviewed and discussed by the Strategic Planning/Site Council Committee (also serving as the LCAP Committee) with reference to the data described above, and new goals were set for the 5-year Strategic Plan, 2017-18 through 2021-22. General priorities for allocation of Title 1 resources and LCFF target group funding to meet the established goals and objectives were agreed upon.

This draft of the basic Strategic Plan/SPSA/WASC was then translated into Spanish, publicly discussed in whole or part, and revisions were incorporated at several Board meetings, culminating in approval at the April 10, 2018 Board meeting.

The Strategic Plan/SPSA/WASC became the basis for the LCAP. Using the goals and objectives from the Strategic Plan/SPSA and the discussions specific to LCFF concentration funding, the 18-19 preliminary budgets were developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all grant-funded programs.

The LCAP was drafted in April and posted on the MIT Academy website in English (with Spanish translation available) on May 1, with requests for comments. All parents were notified via Facebook, the monthly newsletter, and the weekly bulletin of the availability of the document for review and opportunities for comment: in person at the Board's public hearing May 8th or via email or hard copy sent to MIT between May 1 and May 31, 2018. FILL IN after comment period.

Impact on LCAP and Annual Update

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

FILL IN after comment period.

Goals, Actions, & Services

New Goal

Goal 1: To improve the conditions of learning for students

State Priorities addressed: 1, 2, 7

Local Priorities:

Identified Need:

The need exists to ensure maximal student learning through appropriate teacher assignment, access to instructional materials, adequate facilities, standards implementation, and access of a broad course of study, including core academics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Teacher assignment: >90% of core academic teachers will be highly qualified for their assignment.	To be established	N/A	>90%	>90%
1.2 Access to a broad course of study using standards-based curriculum & instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials	To be established	N/A	100%	100%
1.3 Facilities: At least 5% of facilities will be renovated or replaced annually until all facilities are in good repair.	To be established	N/A	>5%	>5%

Planned Actions / Services

Action   1.1

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	1.1. Actions will include • recruiting/hiring highly qualified teachers, including ELD teachers • a careful check of academic and professional credentialing prior to assignment.	1.1 Actions will include • recruiting/hiring highly qualified teachers, including ELD teachers • a careful check of academic and professional credentialing prior to assignment.

Year	2017-18	2018-19	2019-20
Amount	N/A	$818,466	$1,677,855
Source	N/A	LCFF, Other state and federal funds	LCFF, Other state and federal funds

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	2018-19 Budget 1000, 2000, 3000	2018-19 Budget 1000, 2000, 3000

Action 1.2

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	1.2. Actions will include • regular materials inventory, including digital subscriptions, licenses, hardware, etc. • timely purchase of needed standards-based materials and equipment. • the annual curriculum-standards audit • provision of an adequate number of standards-based classes to provide broad study options	1.2 Actions will include • regular materials inventory, including digital subscriptions, licenses, hardware, etc. • timely purchase of needed standards-based materials and equipment. • the annual curriculum-standards audit • provision of an adequate number of standards-based classes to provide broad study options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$140,000	$280,000
Source	N/A	LCFF, Lottery, PCSGP, and other state and federal funds	LCFF, Lottery, PCSGP, and other state and federal funds
Budget Reference	N/A	2018-19 Budget 4000	2018-19 Budget 4000

Action   1.3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	1.3. Actions will include • renovation or replacement of at least 5% of housing each year until the campus is fully upgraded • regular maintenance and operations to provide a safe and healthy learning environment Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.	1.3 Actions will include • renovation or replacement of at least 5% of housing each year until the campus is fully upgraded • regular maintenance and operations to provide a safe and healthy learning environment Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$173,686	$356,056
Source	N/A	LCFF, Lottery, PCSGP, and other state and federal funds	LCFF, Lottery, PCSGP, and other state and federal funds
Budget Reference	N/A	2018-19 Budget 5000, 6000, 7000	2018-19 Budget 5000, 6000, 7000

Goals, Actions, & Services

New Goal

<u>Goal</u> 2: To improve pupil outcomes for all students

State Priorities addressed: 4, 8

Local Priorities:

<u>Identified Need</u>:

Given past indicators, it is likely that less than 100% of students are currently performing at proficient or advanced levels in ELA, mathematics, and science. An achievement gap is likely to exist for at risk students, including, in some subjects, English Learners, SED, African-American, and Hispanic subgroups.

<u>Expected Annual Measureable Outcomes</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Academic performance will be demonstrated by the following indicators:				
• CAST science scores: results will be >similar scores for Vallejo City USD middle schools	To be established	N/A	> similar scores for Vallejo City USD MS	> similar scores for Vallejo City USD MS
• CAASPP math scores: results will be >similar scores for Vallejo City USD middle schools	To be established	N/A	> similar scores for Vallejo City USD MS	> similar scores for Vallejo City USD MS
• CAASPP ELA scores: results will be >similar scores for Vallejo City USD middle schools	To be established	N/A	> similar scores for Vallejo City USD MS	> similar scores for Vallejo City USD MS
• CDE Dashboard scores for sub-group achievement will show gaps of no more than 2 levels between all students and any sub-group in ELA and in math.	To be established	N/A	<2 levels between all students and any sub-group	<2 levels between all students and any sub-group
2.2. College/career readiness will be demonstrated by completion of	To be established	N/A	N/A	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
>1 industry certification: 10% of promoting 8th graders				
2.3. EL progress will be demonstrated by the percentage of students progressing by > 1 ELPAC level/year plus those maintaining at Early Advanced/Advanced plus those re-classified as RFEP in the previous year improving as a rolling 3-year trend	To be established	N/A	Baseline	Improvement over 2 years in preparation for meeting 3 year goal

Planned Actions / Services

Action   2.1

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	2.1 Actions will include • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive intervention program (tier 2 and 3); • rigorous implementation of additional elective courses; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • • summer and after-school support for EL students; • summer and after-school support for EL and under-achieving students; • extensive and intensive monitoring of EL student progress; • breakfast, lunch, and dinner programs; • psychologist and SpEd services; • professional development for staff.	2.1 Actions will include • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive intervention program (tier 2 and 3); • rigorous implementation of additional elective courses; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • • summer and after-school support for EL students; • summer and after-school support for EL and under-achieving students; • extensive and intensive monitoring of EL student progress; • breakfast, lunch, and dinner programs; • psychologist and SpEd services; • professional development for staff.

Year	2017-18	2018-19	2019-20
Amount	N/A	Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action   2.2

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	2.2 Actions will include • all the above-mentioned actions/services in relation to college readiness; • provision of 2 full years of technology instruction as introductory to high school pathways in relation to career readiness; • provision of a 1:1 student to computer ratio • provision of preparatory instruction for industry-recognized certifications & encouragement/ support to complete ≥1 in relation to career readiness	2.2 Actions will include • all the above-mentioned actions/services in relation to college readiness; • provision of 3 full years of technology instruction as introductory to high school pathways in relation to career readiness; • provision of a 1:1 student to computer ratio • provision of preparatory instruction for industry-recognized certifications & encouragement/ support to complete ≥1 in relation to career readiness

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action   2.3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	2.2 Actions will include • Establish an ELD program appropriate to the number of students enrolled. • Monitor EL student progress and augment instruction and support, as required	2.3 Actions will include • Establish an ELD program appropriate to the number of students enrolled. • Monitor EL student progress and augment instruction and support, as required

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Goals, Actions, & Services

New Goal

Goal 3: To improve engagement for all students and parents/guardians

State Priorities addressed: 4, 8

Local Priorities:

Identified Need:

It is anticipated that less than 100% of students and parents/guardians will be fully engaged in Griffin Academy

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Parent/guardian engagement will be demonstrated by the following indicators:				
• Parent input: Parent input will be formally sought at least 3 times	To be established	N/A	> 3 times annually	> 3 times annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
annually: Strategic Planning, LCAP comment period/public hearing, and parent survey.				
• Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of >4 on a 5-point scale on the annual survey	To be established	N/A	>90%	>90%
• Parent completion of optional, agreed-upon hours: At least 75% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners	To be established	N/A	>75%	>75%
3.2 Pupil engagement will be demonstrated by the following indicators:				
• Attendance will maintain at >95% of currently enrolled students.	To be established	N/A	N/A	>95%
• Chronic absenteeism will decrease annually or maintain at <VCUSD middle school rate	To be established	N/A	<VCUSD middle school rate	<VCUSD middle school rate
• Suspension rates will decrease annually or maintain at <VCUSD middle school rate	To be established	N/A	<VCUSD middle school rate	<VCUSD middle school rate
• Expulsion rates will decrease annually or maintain at <VCUSD middle school rate	To be established	N/A	<VCUSD middle school rate	<VCUSD middle school rate
• Middle school drop-out rates will decrease annually or maintain at <VCUSD middle school rate	To be established	N/A	<VCUSD middle school rate	<VCUSD middle school rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Honor Roll: The percentage of students on Honor Roll first semester will increase or maintain at >35%	To be established	N/A	>35%	increase or maintain at >35%
• "F" rate: The percentage of students with >1 "F" grade will decrease or maintain at <60%	To be established	N/A	<60%	decrease or maintain at <60%

Planned Actions / Services

Action   3.1

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	3.1 Actions will include • regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • GA parent workshops * Events e.g., Ice Cream Social, Back-to-School, etc.	3.1 Actions will include • regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • GA parent workshops • Events e.g., Ice Cream Social, Back-to-School, etc.

Year	2017-18	2018-19	2019-20
Amount	N/A	Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Action   3.2

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, and/or Low Income	**LEA-wide**	**All Schools**

Actions/Services

N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	3.2 Actions will include 1) GA will address attendance & chronic absenteeism through • Recognition for students with good attendance records • Monitoring of students with poor attendance records • Conduct of pre-SARB and SARB meetings, as needed • Establishing early warning systems for chronic absenteeism 2) GA will address MS drop-outs through • SARB individual plans; • Mentor support 3) GA will address positive school climate to increase achievement through: • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture • Alternatives to suspension	3.2 Actions will include 1) GA will address attendance & chronic absenteeism through • Recognition for students with good attendance records • Monitoring of students with poor attendance records • Conduct of pre-SARB and SARB meetings, as needed • Establishing early warning systems for chronic absenteeism 2) GA will address MS drop-outs through • SARB individual plans; • Mentor support 3) GA will address positive school climate to increase achievement through: • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture • Alternatives to suspension

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included in funding from above 1.1, 1.2, 1.3	Included in funding from above 1.1, 1.2, 1.3
Source	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above
Budget Reference	N/A	See 1.1, 1.2, and 1.3 above	See 1.1, 1.2, and 1.3 above

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$ 102,070

Percentage to Increase or Improve Services

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).

Chris: If you can give me the bulleted items, I'll write the text

I do not understand the question. Lynne, you will need to help with this one.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

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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