

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Benjamin Holt College Prep Academy

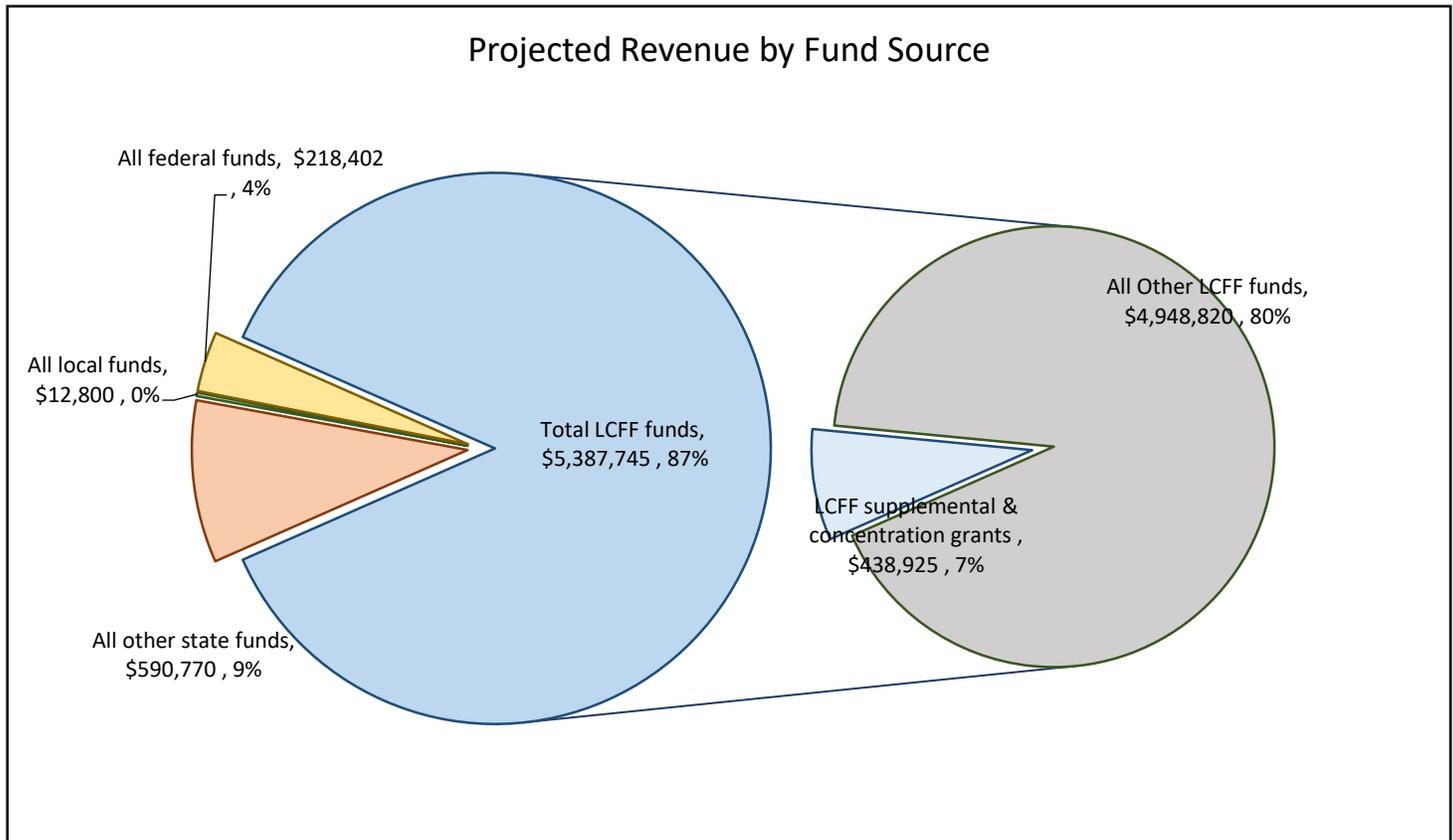
CDS Code: 39-68585-0101956

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Liz O'Dell

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-2020 LCAP Year

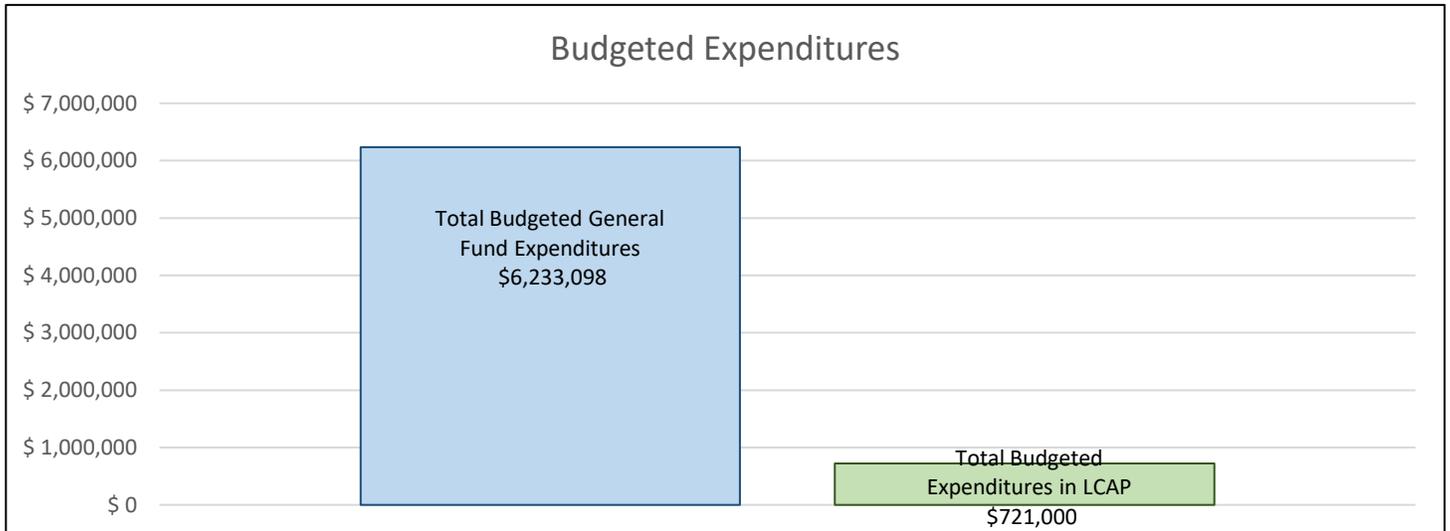


This chart shows the total general purpose revenue Aspire Benjamin Holt College Prep Academy expects to receive in the coming year from all sources.

The total revenue projected for Aspire Benjamin Holt College Prep Academy is \$6,209,717.04, of which \$5,387,745.04 is Local Control Funding Formula (LCFF), \$590,770.00 is other state funds, \$12,800.00 is local funds, and \$218,402.00 is federal funds. Of the \$5,387,745.04 in LCFF Funds, \$438,925.32 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Aspire Benjamin Holt College Prep Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspire Benjamin Holt College Prep Academy plans to spend \$6,233,098.03 for the 2019-2020 school year. Of that amount, \$721,000.00 is tied to actions/services in the LCAP and \$5,512,098.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers, and stipends.

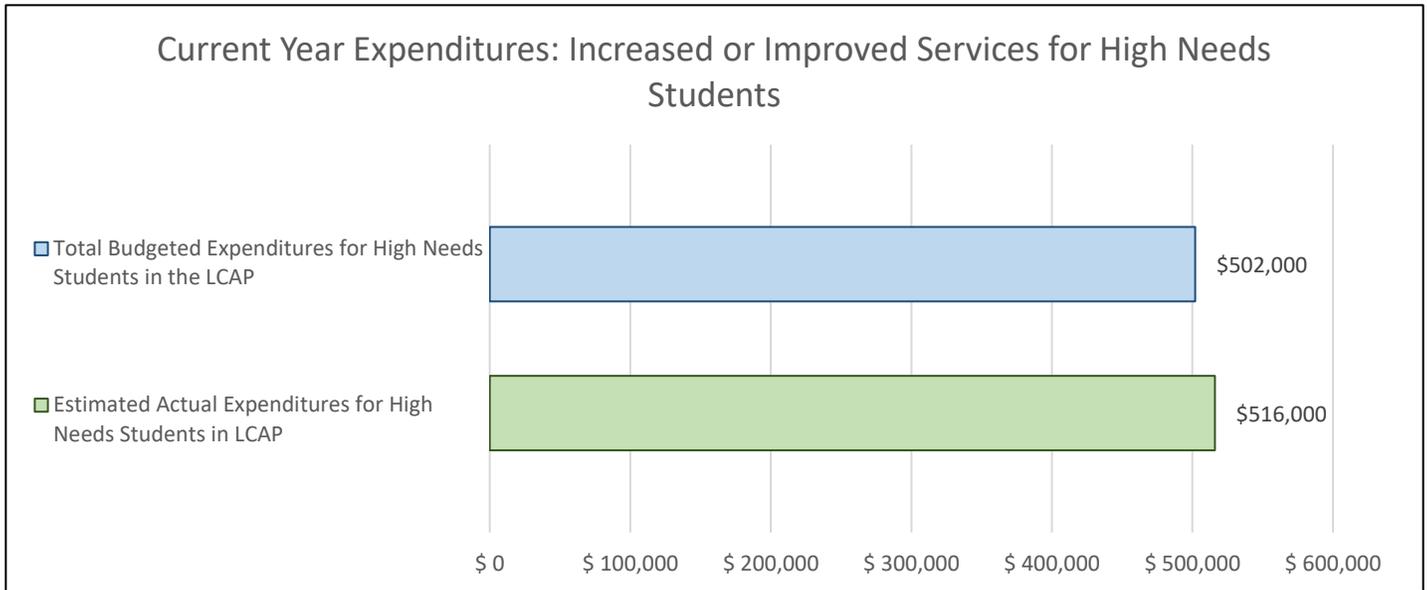
Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Aspire Benjamin Holt College Prep Academy is projecting it will receive \$438,925.32 based on the enrollment of foster youth, English learner, and low-income students. Aspire Benjamin Holt College Prep Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Aspire Benjamin Holt College Prep Academy plans to spend \$721,000.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Aspire Benjamin Holt College Prep Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Benjamin Holt College Prep Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Aspire Benjamin Holt College Prep Academy's LCAP budgeted \$502,000.00 for planned actions to increase or improve services for high needs students. Aspire Benjamin Holt College Prep Academy estimates that it will actually spend \$516,000.00 for actions to increase or improve services for high needs students in 2018-2019.

# 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)

[California School Dashboard](#): 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
Aspire Benjamin Holt College Preparatory Academy	Principal Liz O'Dell	<a href="mailto:Liz.odell@aspirepublicschools.org">Liz.odell@aspirepublicschools.org</a> 209-955-1477

## 2017-20 Plan Summary

### The Story

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

Aspire Benjamin Holt College Preparatory academy is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Lodi Unified Schools District.

The school is designed to serve approximately 500 students from grades 9 to 12. The school's demographic profile is 44% Latino, 5.5% African American, 20.6% Asian and 19.9% Caucasian with 45.2% of the student body eligible for the free and reduced priced meals program. 3.3% of the students have English as a second language.

### LCAP Highlights

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

In this year's LCAP there has been a great deal of emphasis on school culture and communication. This includes the hiring of a Dean of Culture to assist with the communication between all stakeholders involved with our school. There has also been a great deal of time spent on rolling out our SEL program to our teachers and students. All of these implementations have been created to help build on our Goal 1.

In terms of our academic changes the biggest highlights would have to be the fact that we are now having our 9<sup>th</sup> grade students do a full year of Integrated 1 Math. We recognized that our 9<sup>th</sup> grade students were not ready for a traditional block schedule in terms of math, which encouraged us to create a math course that lasted the entire year. This is something that we will continue the next year with our 9<sup>th</sup> graders to ensure that they are prepared for their College Prep classes.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Ben Holt's greatest progress has been the implementation of our 9<sup>th</sup> grade orientation. That event allowed us to meet our 9<sup>th</sup> grade students before the start of school and to get to know them before they were in the classrooms. It really helped to build relationships early and support the students that need help early on. Another great progress was the implementation of our SEL program. All teachers at all grade levels have been trained in our SEL curriculum (RULER) and have used the lessons during their advisory classes. We have also been able to offer more AP courses than we have ever been able to and our number of students that have taken the AP test has increased.

Other areas of great progress would have to be the increase in student activities offered on our campus. This year we have added 3 unofficial JV sports teams to accommodate the high volume of interest for our sport programs and we have added a Drama department that has put on two musicals this year. We have also seen the addition of 3 clubs and an E-Sports room.

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

## Greatest Needs

Our areas of greatest needs are greater opportunities to practice equity in our classrooms and the implementation of our Integrated math curriculum (CPM). As we move towards creating an environment of equity, we need to make sure we have opportunities for our staff to be trained in how to implement this into the classroom. Many of our teachers are already doing this, but do not realize what it is they are doing. We want to make sure that with the support of our SEL curriculum our teachers are recognizing equity in the classroom and celebrating it. We also want to make sure that with the addition of our Integrated Math Curriculum our teachers are well trained in how to teach it and are confident that they can provide strong lessons that our students can use throughout their lives.

When we look to next year some of our greatest needs are focused on building a strong Freshman academy that provides support and guidance as they transition into 9<sup>th</sup> grade. Another area of need would be the implementation of 1-1 technology devices. We would like for every student on our campus to have a Chromebook that they can take home with them and use while on our campus. We

do not want to have to have Chromebook carts in every classroom and we do not want to have to worry about a teacher not having enough Chromebooks available to their students.

Referring to the California School Dashboard, 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

Ben Holt’s greatest performance gaps are with the large number of D’s and F’s coming from our Latinx population. This group of students account for over 40% of all our failing grades school wide. Our Latinx population also states that they feel the least connected to our school. In order to help address these issues Ben Holt began to hold Equity Stakeholder meetings monthly for family and students to come and share their values and beliefs, with the goal of realigning Aspire’s mission and Vision. We are still working with our stakeholders to find more ways to connect with our families and especially our Latinex families.

## Comprehensive Support and Improvement

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

### Schools Identified

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

NA

### Support for Identified Schools

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

NA

### Monitoring and Evaluating Effectiveness

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

NA

# Annual Update

LCAP Year Reviewed: 2018-2019

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

Physically and emotionally safe schools: Equitable, productive, and engaging environments that enlist families as partners

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6

Local Priorities: NA

## Annual Measureable Outcomes

Expected

Actual

Maintain 100% of teachers fully credentialed.

100% of our teachers are either fully credentialed to teach in the subject matter that they are teaching in, or they are in a credentialing program that is helping them work towards a clear credential in the subject matter they are working in.

Maintain 100% the school facilities in "Good" Rating

Ben Holt has made many updates to our site to maintain a "Good" rating for our facilities.

Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.

Ben Holt has only implemented new curriculum in our Math department and that curriculum has only been rolled out to our 1<sup>st</sup> year math students. With that new curriculum Ben Holt has implemented that curriculum with 100% fidelity. All other curriculum in our core classes have remained the same and continue to be aligned with our Common Core Standards.

Increase 1% of Stakeholder satisfaction with the school.

Based on our Family Survey, there is not baseline for last year's satisfaction with the survey given to them, but this year shows

Expected

Actual

	there is a 85% favorable responses to the satisfaction of the school.
Increase 4% of "Overall Average" of students that are satisfied	The Student Survey that was given to the students has a category around classroom belonging, and for the sake of this question, I will use it as our base of student satisfaction. In that case our overall satisfaction has dropped by 1%.
Increase 5% of EL students to meet their annual growth goal	We were able to help 36% of our EL students to meet their annual growth goals.
Reduce by 5% of EL students that are Redesignated FEP	36% of our EL students were redesignated RFP.
Maintain 97% (or higher) Average Daily Rate of Attendance	We are currently at 97% average daily attendance.
Maintain 2.7% or less of students that were chronically absent (Students that missed more than 10% of school days)	We are currently at 3% of students that are chronically absent.
Reduce by 1% of students that were suspended.	To date, our suspension rate is up by 1% to 4.5% at this time last year
Maintain 0% of students that were expulsion.	There are currently no students up for expulsion or who has been expelled this year.
Increase 1% of "Overall Average" of parents/students that are satisfied	Based on our Family Survey there is not baseline for last year's satisfaction with the survey given to them, but this year shows there is an 85% favorable response to the satisfaction with the school.
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	BHA was able to have 95% of their SPED students participate in Statewide assessments
Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	We were not able to see an increase of 14% in SPED students scoring a 3 or 4 on statewide testing in ELA SBAC.
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	BHA was able to have 95% of the SPED students participate in Statewide assessments.

Expected

Actual

Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)

We were not able to see an increase of 14% in SPED students scoring a 3 or 4 on statewide SBAC math testing.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>PLANNED</b></p> <p>1. Teacher Credentials: *Hiring process focused on finding high quality candidates, recruiting occurred at universities, and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring.</p> <p>2. Facilities Maintenance *Building Manager Maintenance Walks *Upgrades as necessary for equipment *Safety Committee Meetings to identify needs</p> <p>3. CCSS Implementation *CCSS training on progressions in Math and ELA (teachers)</p>	<p>1. For the 2018-2019 school year BHA interviewed over 15 candidates for teaching positions and we brought on 7 teachers to replace and accommodate for our growing population. One of the teachers that we brought on this year created an opportunity for us to offer an intervention course to provide assistance to our most needy students.</p> <p>2. Over the 2018 summer we had the entire school repainted on the exterior and we had our solar panels turned on. All classrooms have had their projectors mounted on the ceilings and HDMI cords run through the walls. During the spring, we</p>	<p>1. Campus Operations Manager \$47,000 2. Dean of Students \$114,000</p> <p>1. LCFF 2. LCFF S/C, Title I</p> <p>1. Salaries &amp; Benefits 2. Salaries &amp; Benefits</p>	<p>1. Campus Operations Manager \$50,000 2. Dean of Students \$119,000</p> <p>1. LCFF 2. LCFF S/C, Title I</p> <p>1. Salaries &amp; Benefits 2. Salaries &amp; Benefits</p>

Planned  
Actions/Services

\*Identify and adopt Math curriculum materials.  
 \*CCSS training on implementing guided reading to meet the needs required to understand complex text.  
 \*Regional training on implementing CCSS aligned math lessons  
 \*Dean of Instruction to support teacher growth throughout the year.  
 \*Content specific support through leaders from the district office.

4. Parent Input:  
 \*Family Engagement:  
 \*Parent Communication via Parent Square (phone/text/email) and Weekly Newsletter  
 \*Classroom/Grade Level Newsletters  
 \*Student Led Conferences twice per year for goal setting (Parent/Student/Teacher)  
 \*Annual Parent Surveys  
 \*LCAP Input Meetings

5. Student Participation  
 \*Saturday Schools twice per year (whole-school and class activities)  
 \*Student Led Conferences twice per year for goal setting (Parent/Student/Teacher)

Actual  
Actions/Services

updated our office conference room with a new kitchen.

3. All of our Math teachers have gone to training for CPM Integrated 1, along with receiving supplemental training throughout the year. Our teacher's schedules have been created so that they can have prep time with one another. Our ELA teachers have also been able to prep with one another and work on the Curriculum that they are using for each grade level.

4. Parent Square has been our main resource for mass communication this year. Each morning a family announcement goes out to all parents, and throughout the week teachers will communicate with individual parents regarding his or her child. Teachers have also been able to utilize our new student tacking program called RyeCatcher. Teachers can send notes and updates to parents through that resource. Many of our parents are invited to be a part of our Advisory Site Council and Family Equity group. This

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned  
Actions/Services

\*Annual community events (talent show)

6. CELDT Scores

\*Students identified through academic data receive additional intervention supports in ELA.

\*Aligned curriculum has imbedded supports for EL students.

7. Reclassification Rates

\*Students identified through academic data receive additional intervention supports in ELA.

\*Aligned curriculum has imbedded supports for EL students. (Goal to exit students from EL classification by graduation.)

8. Attendance Rates:

\*Students and families who missed more than three unexcused absences received additional communication and school support.

\*Families were notified consistently regarding truanancies, parents with continued truanancies were required to sign attendance contracts to encourage consistent student attendance.

9. Chronic Absenteeism

\*Families were notified consistently regarding truanancies, parents with continued truanancies were

Actual  
Actions/Services

allows us to receive input and feedback for the happenings of our school. Our goal is to take the information that we are receiving from our family surveys and get input on our areas of struggles.

5. We have made a big push this year to get as much student participation as possible. We have added 4 new clubs this year along with an ESports team. This has required us to build an ESports computer room which allows our students to compete with other schools across Northern California. We currently hold two Saturday Schools, where we ask students to play a role in teaching the parents what we are doing at our site. We have also increased our participation through the addition of a Drama department, where we have two shows happening this year. There has also been the continuation of our Talent Show and fundraisers put on by all of our athletic teams.

6. As of last year, we no longer offer the CELDT test. This is the first year that we will be

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

required to sign attendance contracts to encourage consistent student attendance.

10. Suspension Rates

\*Staff trained on Restorative Practices and Positive Behavior Supports

\*Full time counselor –Leads individual and small groups based on student social emotional needs

(for example: Restorative Practices and Peer Mediation)

\*Dean of Students –Supports Behavior Rtl

11. Expulsion Rates

\*Staff trained on Restorative Practices and Positive Behavior Supports

\*Full time counselor –Leads individual and small groups based on student social emotional needs

(for example: Restorative Practices and Peer Mediation)

\*Dean of Students –Supports Behavior Rtl

12. Safety Measure/Student Climate

\*Staff and Students Trained to Utilize SEL Curriculum: Zones of Regulation, Toolbox, Responsive Classroom Morning Meetings

\*PlayWorks Structured Recess Program –

using the ELPAC test to identify our EL students and their needs.

7. Over the past year we have been able to Reclassify FEP 3 of our students 9-12. Student are provided instruction the same as all other students with the included support of resources to help them with struggles they may face with language acquisition.

8. BHA has been able to maintain a 97% average daily attendance rate, and our front office staff, along with our Dean of Students, has worked hard with one another to ensure students are coming to school.

9. Each week our front office staff and our Dean of Students meet to discuss students of concerns and to make contact with students and families to offer support to students that are having a hard time to get to school. Some students and families are being offered social emotional support through our counseling team and others are being offered other supports based on the needs of the individuals. When necessary the Dean

Planned  
Actions/Services

Trained Staff Implements Daily during Advisory class.

\*Equity Consciousness PD Pre-School Year, and throughout school year.

Aspire Benjamin Holt will create an ELAC group of parents that represent our Language diversity. This group will help to connect our school to that specific demographic and to provide input on how to best support these students. Our goal will be to have a team of 6 members to be added to our Advisory Site Council Team.

- All students will have access to interventions to support math/ELA growth.
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students
- Professional development for GE staff/Special Ed staff around the use of universal supports
- Regular collaboration between the Ed Specialist/s and GE teachers to share IEP accommodations/modifications

Create an ELAC group that represents our spoken language demographic

Actual  
Actions/Services

of Students and someone from the counseling team will make home visits to have these discussions with the families.

10. All staff members have had training in Restorative Practices and are encouraged to use them in their classrooms. Students are also asked to use Restorative Strategies as an alternative to suspension. When issues do arise, the students are asked to deal with the problems before they escalate to a point where suspension is necessary. Furthermore, if a suspension is warranted, Restoratives Practices will replace an Out of School suspension to allow for conflict resolution and healing in the matter.

11. BHA has not had to put any student up for expulsion this year, and we feel that is large in part to the SEL work that we have going on at our campus. Our Dean of Students and Social Emotional Counselor have worked hard to create an environment that is welcoming to students to seek help before issues get

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

to a point where an  
expulsion is necessary.  
12. All teachers have been  
trained in Restorative  
Practices along with SEL  
RULER training. Teachers  
are also asked to implement  
the SEL lessons into their  
daily advisory lessons.  
When teachers feel there is  
an issue that needs to be  
addressed, they will contact  
the Dean of Students and  
Social Emotional Counselor.

## Analysis

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

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

The more time and training that we put into our SEL program the more we recognize the importance of it. Research and our own data gathered through surveys show that our many of our students are unable to regulate emotions and deal with stress and other issues. We recognize that many of the issues that we experience, that we have on campus and in the students' households, are occurring because of the lack of know how to seek out support from those that can truly help them. It is crucial that all of our teachers are using our SEL strategies throughout the day. This is not something that can only be done in advisory 4 times a week. Teachers need to be taking the lessons from advisory and incorporating them into their other content lessons. If we can help students Socially and Emotionally first, we will be able to reduce the high risk behaviors that may be going on.

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

Our data shows that we have had a slight increase in our suspension rate this year, but we need to take into account that we have increased our enrollment numbers this year and will continue to do so for the next two years. Even though we have had an increase in this specific category, we have worked very hard to support students when issues arise. Our data also shows that we have not had a high percentage of repeat suspensions, and most of the suspension that have happened come from non-violent infractions. Each student who does receive a suspension is then provided counseling support and some sort of Restorative work to help them reintegrate back into our community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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

This is the first year that we have implemented our SEL program into the classrooms and based on the data that we have gathered at the beginning of the year it is clear that many of our students are struggling with their academics based on Social Emotional factors that are happening outside of the classroom. We will continue with our Ruler curriculum during advisory and encourage teachers to use these strategies throughout the day. Our hope is that as we do more of this work we will see an improvement in student's decision making and all around feeling towards school and their future.

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

Academic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8

Local Priorities: NA

### Annual Measureable Outcomes

Expected

Actual

Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.

All Students have received access to all materials that they need to be successful in all coursework.

Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.

All students, including students classified as EL have full access to all curriculums along with supports for areas of struggles.

Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes

During the 2017-2018 school year, we saw a 10% growth in our students meeting or exceeding in ELA SBAC testing.

Increase 5% of students that “meet” or “exceed” Math SBAC outcomes

During the 2017-2018 school year, we saw a .05% decline in our students that met or exceeded the Math SBAC testing.

(other internal assessment) Increase 10% of students that are “On” or “Above” Proficiency Level.

When using the same students who took the SBAC testing, we are able to look at our STAR Ren assessment and it indicates that there has been a 6% growth in student proficiency from the 2017-2018 school year to our 2018-2019 school year.

### Actions / Services

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

# Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Outcome for CCSS aligned materials Math SBAC proficiency increase of 5% from prior year using newly adopted district-wide math curriculum All other Actions and Services will be maintained throughout the 2018-2019 school year</p> <p>2. Outcome for access to CCSS for EL students We will maintain these Actions and Services throughout the 2018-2019 school year.</p> <p>3. SBAC ELA Outcome We will maintain these Actions and Services throughout the 2018-2019 school year.</p> <p>4. SBAC Math Outcome We will maintain these Actions and Services throughout the 2018-2019 school year.</p> <p>5. Other internal assessment outcome We will maintain these Actions and Services throughout the 2018-2019 school year.</p>	<p>1. We saw a decrease of .05% of students that are proficient according the SBAC testing. For the 2018-2019 school year, we have implemented a full year math program for all 11<sup>th</sup> grade students. Their class will now consist of them receiving Algebra 2 the first semester and Pre-Calculus the second semester. It would be inaccurate to state that the new curriculum adoption played any role in the test results based on the fact that 11<sup>th</sup> grade has not used that curriculum and they are the only ones that test for the SBAC.</p> <p>2. All of our EL students have had the same access to the courses that we have to offer to all of our students. If a student needs supplemental support we have worked to provide a class for them gain the skills needed for the classes that they are taking. We do not want to restrict them from the courses that we have to offer, we want to support them with the classes that they are in.</p> <p>3. Our ELA actions and services will remain the same for the 2018-2019 school year. Based on the 10% growth in proficiency we will continue what we have done.</p> <p>4. Students will continue to receive</p>	<p>1. Books \$20,000 2. Software \$26,000 3. Dean of Instruction \$122,000 4. Dean of Students – see Goal 1</p> <p>1. LCFF 2. LCFF 3. LCFF S/C 4. See Goal 1</p> <p>1. Books 2. Software 3. Salaries &amp; Benefits 4. See Goal 1</p>	<p>1. Books \$23,000 2. Software \$27,000 3. Dean of Instruction \$118,000 4. Dean of Students – see Goal 1</p> <p>1. LCFF 2. LCFF 3. LCFF S/C 4. See Goal 1</p> <p>1. Books 2. Software 3. Salaries &amp; Benefits 4. See Goal 1</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

math instruction including the beginning implementation of Integrated starting at the freshman level.

5. As a measure of proficiency BHA will continue to use supplemental assessments to track student growth. These assessments include but are not limited to the IBA,,ICA and the STARen.

## 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.

During the 2018-2019 school year, BHA rolled out the first year of Integrated math using the CPM curriculum. This has been done in the 9<sup>th</sup> grade and all 9<sup>th</sup> graders are enrolled in a full year of math. Our 11<sup>th</sup> graders have also received a full year of math that includes Algebra 2 and Pre-Calculus built into a year-long course. In future years Integrated 2 and 3 will replace our traditional math coursework done in previous years. Our ELA curriculum has not changed this year and there are no plans to change the curriculum in the future.

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

With the implementation of a full year integrated 1 math program we have been able to identify the students' areas of struggle and provide specific support to those standards. This would include adding a math support class that the students can attend alongside their integrated 1 math course. Each math support group is designed to help the individual student in order to bring their basic math content skills up to grade level.

We have also created a pathway for our 11<sup>th</sup> grade students to complete Algebra 2 and Pre-calculus within one year. This will allow them to have more options for upper division math courses in their senior year including many AP classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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.

As in most high schools, we find that the majority of our struggling students tend to be our underclassmen. One new strategy that we have implemented this year has been an Academic Support class. In this class, students are provided with a small environment that allows them more individualized attention. These students have received small group instruction and lessons on organizational skills.

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

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7

Local Priorities: NA

### Annual Measureable Outcomes

Expected

Actual

Expected

Actual

Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	BHA has maintained a 100% compliance for students completing a minimum of 15 units of college course work to meet their graduation requirements. This has also been provided free of charge for all students attending BHA.
Maintain 100% of students that graduated from BHCPA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	BHA has Maintained a 100% graduation rate will meeting all A-G courses along with all U.C/CSU entrance requirements.
Maintain a 95.8% or higher graduation rate	BHA has maintained a 100% graduation rate.
Maintain 100% of students that graduated from BHCPA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	100% of BHA students have graduated with the required A-G courses.
Maintain 0% Annual Adjusted Grade 9-12 Dropout Rate	BHA had a 0% dropout rate for the previous year.
Increase 3% of 9th graders to return to BHA for the 10th grade	As of August 2018 BHA did not lose any students from 9 <sup>th</sup> grade to 10 <sup>th</sup> grade. This would be an increase in our enrollment from years past.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Outcome for College Readiness</p> <ul style="list-style-type: none"> <li>* Academic counselor support</li> <li>* Family outreach manager support</li> <li>* Dean of Students support</li> <li>* Advisory teacher support</li> <li>* Parent Square</li> </ul>	<p>1. BHA has two academic counselors who support all students. Each counselor oversees two grade levels. Our 9<sup>th</sup> and 10<sup>th</sup> grade counselor helps to oversee all students' registration to Junior colleges as part of their dual enrollment. This counselor also supports these students with their academic needs in terms of class scheduling and academic reviews. Our 11<sup>th</sup></p>	<ul style="list-style-type: none"> <li>1. College Academic Counselor \$104,000</li> <li>2. Manager, Family Supports \$69,000</li> <li>3. Dean of Students – see Goal 1</li> </ul> <ul style="list-style-type: none"> <li>1. LCFF S/C</li> <li>2. LCFF S/C</li> </ul>	<ul style="list-style-type: none"> <li>1. College Academic Counselor \$107,000</li> <li>2. Manager, Family Supports \$72,000</li> <li>3. Dean of Students – see Goal 1</li> </ul> <ul style="list-style-type: none"> <li>1. LCFF S/C</li> <li>2. LCFF S/C</li> </ul>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>* Signed progress reports</p> <p>* Website</p> <p>* Senior Signing Day</p> <p>* Teacher office hours</p> <p>* Alumni Day</p> <p>2. Outcome for A-G completion</p> <p>* Academic counselor support</p> <p>* Family outreach manager support</p> <p>* Dean of Students support</p> <p>* Advisory teacher support</p> <p>* Parent Square</p> <p>* Signed progress reports</p> <p>* Website</p> <p>* Senior Signing Day</p> <p>* Teacher office hours</p> <p>* Alumni Day</p> <p>3. Outcome for graduation rates</p> <p>* Academic counseling services</p> <p>* Frequent check ins</p> <p>* Using Advisory minutes to ensure that students are meeting graduation requirements and timelines</p> <p>* Parent Square</p> <p>* Website</p> <p>* Senior Signing Day</p> <p>4. Outcome for A-G completion</p>	<p>and 12<sup>th</sup> grade counselor assist students for preparing to go to college. Each student has the opportunity to meet with this counselor and discuss their post-graduation plans. This counselor also helps to build the master schedule for our high school classes along with scheduling college courses throughout the day.</p> <p>Our family outreach manager sends out daily announcements for parents to receive and be made aware of what is happening at the school. This person also helps to connect parents in other ways, such as through social media and our school website.</p> <p>We ask that our advisory teachers stay in close communication with our families and we have provided a number of ways to make contact with them. Some of the different means of contact are through Parent Square and RyeCatcher. We have also asked that teachers use weekly progress reports for parent to sign and send back for reassurance that they know how their child is doing. All of our teachers hold weekly office hours that allow student to come in to ask for help and make up missing work.</p> <p>At the end of each year we gather all of our students and their families to celebrate where our Seniors will be going to for college. Each senior is provided the opportunity to tell everyone where they will</p>	<p>3. See Goal 1</p> <p>1. Salaries &amp; Benefits</p> <p>2. Salaries &amp; Benefits</p> <p>3. See Goal 1</p>	<p>3. See Goal 1</p> <p>1. Salaries &amp; Benefits</p> <p>2. Salaries &amp; Benefits</p> <p>3. See Goal 1</p>
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Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- \* Increase AP course offerings
  - \* Train staff and provide opportunities to expand program
  - \* Advertise/Communicate through Advisory curriculum
  - \* Provide incentives as fit
5. Outcome for dropout rates
- \* Academic counseling services
  - \* Frequent check-ins
  - \* Tracking of student progress
  - \* Intervention programs such as Read 180
  - \* Identify and target students who lack specific skills to be college-ready and to be considered for college classes during the school day
6. Outcome for 9<sup>th</sup> grade retention
- \* Differentiated pathways and courses to meet individual needs
  - \* Read 180, Academic Math and Math 999
  - \* Remediate sooner and quicker
  - \* Increase collaboration with middle school to ensure that student arrive at Holt with the necessary skills to be successful in all core classes
  - \* Google Classroom summer school opportunities

be attending and what they hope to major in. This is a part of our senior luncheon, and those families are asked to stay after the celebration to eat with their student.

2. All student are pre-registered for their classes before each term begins a part of this registration is the academic review that happens ahead of time by our counselors to ensure that each student is meeting their a-g requirements. Throughout each term teachers will send weekly progress reports home for parents to sign and they will reach out to parents through Parent Square to inform them of their child's grades.

The academic counselors and the Dean of Students will do grade monitoring for student and implement weekly check-ins with them to monitor their progress.

3. To ensure that our students are working towards graduation each advisory teacher will monitor their students' grades weekly and help to notify parents of the progress that the students are making. If a student is not passing multiple classes the advisory teacher may set up a COST referral for teachers to come together and create a plan to help the student to become successful. Parents may be invited to this meet to help give input and buy-in for assisting at home.

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

4. Ben Holt has been fortunate enough to train 4 teachers to teach AP classes. We have been able to offer five different AP courses at our site. Students are able to take AP Biology, AP Psychology, AP Statistics, AP Calculus, and AP Computer Science. We have chosen to focus on these courses because we have the hardest time offering college classes in these subject matters.

5. There have not been any students from BHA that have dropped out of school. All of our struggling students receive support from their academic counselors along with their deans. Our younger classmen that are struggling are placed in an intervention class that provides them with more individualized attention. Ben Holt is no longer using the Read 180 program, but has utilized iReady.

6. 9<sup>th</sup> Grade is a very difficult transition for all students and we know it is vital that we support them with this transition. There are a number of things that we do to support students with this change and to help integrate them into our school. This would begin with speaking to students at the middle school before the end of their 8<sup>th</sup> grade year and providing them and their families with the opportunity to attend a 9<sup>th</sup> grade workshop.

Before the start of the new school year, all

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

9<sup>th</sup> graders are invited to attend a 9<sup>th</sup> grade orientation to build affiliation with the school and their peers. During this time we also ask that 12<sup>th</sup> grade students come and be mentors to our incoming 9<sup>th</sup> graders.

All of this pre-work allows us to get to know the students and help to identify their needs. Once we understand what the student's needs are we are able to place them in the classes that are best suited for them. All 9<sup>th</sup> graders will take the same courses over the course of the year and this allows the school to find what areas of struggles students have and provide interventions earlier.

When there are students that are not passing their courses, the academic counselor will provide the student and parents with an academic review outlining what needs to be done to get them back on track for graduation before they are reclassified.

## 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.

In order to meet our overall goals in this area we have implemented a number of strategies early to help our students before they reach their senior year. One of the biggest additions that we have made this year was the split between the duties of our Academic Counselors. We made one of our Academic Counselors head of our 9<sup>th</sup> and 10<sup>th</sup> grade classes. This has allowed us to catch struggling students early and to have academic progress meetings with students and families as 10<sup>th</sup> graders rather than 11<sup>th</sup> graders. This has helped to keep our students on track and to resign classes to them early on in the scheduling process. We have once again made sure that all of our courses are A-G approved and that their college credits are transferable to the CSU's and UC schools. In addition to our college courses we have been able to offer 6 AP courses. Students are able to participate in this coursework starting as early as 10<sup>th</sup> grade and have the opportunity to take the test at our site.

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

Next year will be a great year for data in terms of us being able to dive into how well our students did on their AP tests. We had a lot of interest with our AP courses and it will be something that we will be able to talk about when those results come in. It has been a great addition for our students to have this option and many of them took advantage of it their senior year. Many of our freshman have now been registered for their Delta courses and feel that they are better prepared for them next year. Our data showed that many of our Freshman were not passing their college classes and struggling to make them up later on. We decided to not have any freshman take a college course this year and we have been able to help them prepare for the rigor of the college course load. Next year we will be able to review the data to see what the numbers look like in terms of college fail rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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.

I do not think that we have made any changes to this goal over the past year. Some of the changes that we have made in previous years will require a year in between for us to get data on the results and then we will be able to revisit some of the strategies that we have implemented.

# Stakeholder Engagement

LCAP Year: 2018-2019

## Involvement Process for LCAP and Annual Update

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

LCAP was something that was discussed in our Lead Team meetings over the summer when we were working on our goals and skinny plan. This was also something that was discussed with Staff and teachers and our retreat and during our scheduling of classes. Many of the items in our LCAP have been the focus of our weekly PD's and our families have had a chance to provide input during our Advisory Site Council meetings that happen monthly. One thing that is new this year has been the addition of Equity Engagement Groups that meet every month and a lot of this information is shared with our families and community members.

## Impact on LCAP and Annual Update

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

The input that we have received from our family and student surveys and greatly influenced the classes that we have decided to offer and the activities that we have brought onto campus. Many of our teachers have come to us with ideas to increase rigor and course content. We have taken that information and have found ways to create courses that are beneficial to our students. Our Lead Team plays a very important role in helping impact our LCAP. They are a part of the planning process for the year and they help with the implementation of the goals that we have created in our LCAP. We do not want one person to have to make sure that the goals in our LCAP are being met, we want each member of our Lead Team to have a part in making that happen.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal-We are no longer using the CELDT test to identify our EL students. We will now be using the ELPAC test. This change has been made and will be used in the goal going forward.

Modified Goal- Aspire Public Schools has changed the survey used to identify parent and student satisfaction. We were not able to identify growth this year. We have created a new baseline and will be using that data going forward.

New Goal- We will be creating an ELAC group that will consist of the different language groups that represent our school.

## Goal 1

Physically and emotionally safe schools: Equitable, productive and engaging environments that enlist families as partners

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

State Priorities: 1,3,4,5,6

Local Priorities: NA

### Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Teacher credentials for core subjects</b>	16-17 SARC data: 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.
<b>Facilities in good repair.</b>	15-16 SARC data: 100% of the school facilities are in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating
<b>CCSS implementation</b>	A CCSS aligned curriculum will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.
<b>Outcome for collecting stakeholder input</b>	16-17 "Stakeholders Survey" data: 94.44% of Stakeholder are satisfied with the school.	Increase 1% of Stakeholder satisfaction with the school.	Increase 1% of Stakeholder satisfaction with the school.	Increase 1% of Stakeholder satisfaction with the school.
<b>Outcomes for how the school promotes student participation</b>	Panorama Ed Spring 2017 Student Classroom Survey data: 83% of "Overall Average" of students are satisfied	Increase 4% of "Overall Average" of students that are satisfied	Increase 4% of "Overall Average" of students that are satisfied	Increase 4% of "Overall Average" of students that are satisfied
<b>Outcome for ELPAC scores</b>	15-16 Tableau CELDT Reports School/Regional Growth data: 67% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Increase 5% of EL students to meet their annual growth goal
<b>Outcome for Reclassification rates for EL students</b>	15-16 Annual Reclassification (RFEP) Counts and Rates: 22.2% of EL students were Redesignated FEP	Reduce by 5% of EL students that are Redesignated FEP	Reduce by 5% of EL students that are Redesignated FEP	Increase by 5% of EL students that are Redesignated FEP
<b>Outcome for attendance rates</b>	15-16 Tableau Average Daily Rate of Attendance Report data – 97.11% Average Daily Rate	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance
<b>Outcome for chronic absenteeism (Students)</b>	15-16 Tableau Chronic Absenteeism Report data: 2.7%	Maintain 2.7% or less of students that were chronically absent	Maintain 2.7% or less of students that were chronically absent	Maintain 2.7% or less of students that were chronically absent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>that missed more than 10% of school days)</b>	of students were chronically absent (Students that missed more than 10% of school days)	(Students that missed more than 10% of school days)	(Students that missed more than 10% of school days)	(Students that missed more than 10% of school days)
<b>Outcome for suspension rates</b>	15-16 Tableau Suspension Rate Dashboard data – 4% of students were suspended	Reduce by 1% of students that were suspended.	Reduce by 1% of students that were suspended.	Maintain 2% of students that were suspended.
<b>Outcome for expulsion rates</b>	15-16 SARC data: 0% of students were expelled	Maintain 0% of students that were expulsion.	Maintain 0% of students that were expulsion.	Maintain 0% of students that were expulsion.
<b>Outcome for safety measure using the parent/student climate surveys</b>	Panorama Ed Spring 2017 Family Survey (Secondary) data: 95% of "Overall Average" of parents/students are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied
<b>SBAC ELA Outcome Statewide Assessments SPED Participation</b>	SPED: 100% of SPED students participated in the Statewide Assessments (i.e., SBAC ELA Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)
<b>SBAC ELA Outcome Statewide Assessments SPED Achievement</b>	SPED: 4.55% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	13.90% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 15% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)
<b>SBAC Math Outcome Statewide Assessments SPED Participation</b>	SPED: 100% of SPED students participated in the Statewide Assessments (i.e., SBAC Math Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)
<b>SBAC Math Outcome Statewide Assessments SPED Achievement</b>	SPED: 9.09% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	12% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)

## 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

## Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## 2017-18 Actions/Services

### 1. Teacher Credentials:

\*Hiring process focused on finding high quality candidates, recruiting occurred at universities, and teachers colleges. The process included interviews and demonstration lessons to assure teacher quality when hiring.

### 2. Facilities Maintenance

\*Building Manager Maintenance Walks

\*Upgrades as necessary for equipment

\*Safety Committee Meetings to identify needs

### 3. CCSS Implementation

\*CCSS training on progressions in Math and ELA (teachers)

\*Identify and adopt Math curriculum materials.

\*CCSS training on implementing guided reading to meet the needs required to understand complex text.

\*Regional training on implementing CCSS aligned math lessons

\*Dean of Instruction to support teacher growth throughout the year.

\*Content specific support through leaders from the district office.

### 4. Parent Input:

\*Family Engagement:

\*Parent Communication via Parent Square (phone/text/email) and Weekly Newsletter

\*Classroom/Grade Level Newsletters

## 2018-19 Actions/Services

We will maintain these Actions and Services throughout the 2018-19 school in addition to:

Aspire Benjamin Holt will create an ELAC group of parents that represent our Language diversity. This group will help to connect our school to that specific demographic and to provide input on how to best support these students. Our goal will be to have a team of 6 members to be added to our Advisory Site Council Team.

- All students will have access to interventions to support math/ELA growth.
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students
- Professional development for GE staff/Special Ed staff around the use of universal supports
- Regular collaboration between the Ed Specialist/s and GE teachers to share IEP accommodations/modifications

Create an ELAC group that represents our spoken language demographic

## 2019-20 Actions/Services

We will maintain these Actions and Services throughout the 2019-20 school in addition to:

Aspire Benjamin Holt will create an ELAC group of parents that represent our Language diversity. This group will help to connect our school to that specific demographic and to provide input on how to best support these students. Our goal will be to have a team of 6 members to be added to our Advisory Site Council Team.

- Maintain ELA/Math Interventions
- Maintain GE/Special Ed teacher weekly lesson planning to analyze and plan for math instruction.
- Maintain Professional development for GE staff/Special Ed staff around the use of universal supports
- Maintain collaboration between the Ed Specialist/s and GE teachers to share IEP accommodations/modifications

Create an ELAC group that represents our spoken language demographic

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Campus Operations Manager \$47,000 2. Dean of Students \$114,000	See 2017-18	1. Campus Operations Manager \$50,000 2. Dean of Students \$130,000
Source	1. LCFF 2. LCFF S/C, Title I	See 2017-18	1. LCFF 2. LCFF S/C, Title I
Budget Reference	1. Salaries & Benefits 2. Salaries & Benefits	See 2017-18	1. Salaries & Benefits 2. Salaries & Benefits

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

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

Unchanged Goals

## Goal 2

Academic Excellence: Rigorous, CCSS aligned Math, ELA, and NGSS Science instruction (to ensure equitable growth towards our 3 year growth targets)

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

State Priorities: 1,3,4,7,8

Local Priorities: NA

## Identified Need:

Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Outcome for CCSS aligned materials</b>	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.
<b>Outcome for access to CCSS for EL students</b>	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
<b>SBAC ELA outcome</b>	15-16 Tableau SBAC Dashboard data: 55% of students are "meeting" or "exceeding" ELA SBAC outcomes	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes  (Actual- 88.88% (24.44% Met and 64.44% Exceeded) of students "met" or "exceeded" ELA SBAC outcomes in 2017-18 SY)	Increase 5% of students that "meet" or "exceed" ELA SBAC outcomes	DISCONTINUE
<b>SBAC Math outcome</b>	15-16 Tableau SBAC Dashboard data: 44% of students are "meeting" or "exceeding" Math SBAC outcomes	Increase 5% of students that "meet" or "exceed" Math SBAC outcomes  (Actual- 62.93% (35.96% Met and 26.97% Exceeded) of students "met" or "exceeded" Math SBAC outcomes in 2017-18 SY)	Increase 5% of students that "meet" or "exceed" Math SBAC outcomes	DISCONTINUE
<b>Other internal</b>	15-16 Tableau STAR Dashboard	Increase 10% of students that are	Increase 10% of students that are	Increase 10% of students that are

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>assessment outcome</b>	data: 55.5% of students are “On” or “Above” Proficiency Level.	“On” or “Above” Proficiency Level.	“On” or “Above” Proficiency Level.	“On” or “Above” Proficiency Level.
<b>ELA Distance From Standard (DFS) SBAC</b>	2018 CA School Dashboard results: All Students: Blue: 102.6 points above standard Increased 39.1 Points Number of Students: 90 African American: N/A Hispanic: Blue: 70.6 points above standard Increased 24.1 Points Number of Students: 30 SPED: N/A English Learner: N/A FRL: N/A	N/A	Baseline Data	All Students: Blue: 107.6 points above standard Increase 5 Points Number of Students: 90 African American: N/A Hispanic: Blue: 75.6 points above standard Increase 5 Points Number of Students: 30 SPED: N/A English Learner: N/A FRL: N/A
<b>Math Distance From Standard (DFS) SBAC</b>	2018 CA School Dashboard results: All Students: Blue: 32.7 points above standard Increased 8.4 Points Number of Students: 89 African American: N/A Hispanic: Green: 8.5 points above standard Declined 6.9 Points Number of Students: 30 SPED: N/A English Learner: N/A FRL: N/A	N/A	Baseline Data	All Students: Blue: 37.7 points above standard Increase 5 Points Number of Students: 89 African American: N/A Hispanic: Green: 13.5 points above standard Increase 5 Points Number of Students: 30 SPED: N/A English Learner: N/A FRL: N/A

## 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

## Actions/Services

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

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

1. Outcome for CCSS aligned materials

- \*Continue to implement current CPM curriculum with embedded PD with teachers to improve effectiveness
- \*Adoption process begins for CCSS aligned materials for high school to increase common core alignment
- \*ELA SBAC proficiency 60% using Aspire-created curricular units and implement PD/data analysis to inform effectiveness
- \*NGSS – data available will establish baseline using Aspire units and NGSS grant-approved materials.

1. Outcome for CCSS aligned materials

Math SBAC proficiency increase of 5% from prior year using newly adopted district-wide math curriculum

All other Actions and Services will be maintained throughout the 2018-2019 school year

2. Outcome for access to CCSS for EL

1. Outcome for CCSS aligned materials

Math SBAC proficiency 5% using newly adopted curriculum, continued teacher training and data analysis to inform instruction

All other Actions and Services will be maintained throughout the 2019-2020 school year

2. Outcome for access to CCSS for EL students

\*Access online resources as needed given 1:1 Chromebook ratio

## 2. Outcome for access to CCSS for EL students

\* Provide PD on SDAIE strategies

\* Access to a wider variety of intervention programs/courses such as Read 180, Academic Math and Foundational Math

## 3. SBAC ELA Outcome

\* Read 180 program

\* After school teacher office hours

\* Additional PD around common core and data analysis

\* Sharpen our ability to use data to improve student outcomes by allotting additional PD time on Wednesdays during both grade-level and content time.

\* Support from Dean of Instruction around effectiveness and data analysis

\* Utilize instructional rounds to provide feedback on areas such as: lesson implementation, student engagement and academic discourse

## 4. SBAC Math Outcome

\* Provide additional PD around common core and data analysis

\* Sharpen our ability to use data to improve student outcomes by allotting additional PD time on Wednesdays during both grade-level and content time

\* Support/feedback from math lead/coach

\* Utilize instructional rounds to provide feedback on areas such as: lesson implementation, student engagement and academic discourse

## 5. Other internal assessment outcome

\* READ 180,

\* VOCES online curriculum

students

We will maintain these Actions and Services throughout the 2018-2019 school year.

## 3. SBAC ELA Outcome

We will maintain these Actions and Services throughout the 2018-2019 school year.

## 4. SBAC Math Outcome

We will maintain these Actions and Services throughout the 2018-2019 school year.

## 5. Other internal assessment outcome

We will maintain these Actions and Services throughout the 2018-2019 school year.

We will maintain these Actions and Services throughout the 2019-2020 school year.

## 3. SBAC ELA Outcome

We will maintain these Actions and Services throughout the 2019-2020 school year.

## 4. SBAC Math Outcome

We will maintain these Actions and Services throughout the 2019-2020 school year.

## 5. Other internal assessment outcome

We will maintain these Actions and Services throughout the 2019-2020 school year.

- \* STAR Ren reading assessment
- \* Sharpen our ability to use current data to improve student outcomes by allotting additional PD time on Wednesdays during both grade-level and content time
- \* Use Dean of Instruction to provide feedback around teacher effectiveness

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. Books \$20,000 2. Software \$26,000 3. Dean of Instruction \$122,000 4. Dean of Students – see Goal 1	See 2017-18	1. Books \$30,000 2. Software \$10,000 3. Assistant Principal \$126,000 4. Dean of Students – see Goal 1
Source	1. LCFF 2. LCFF 3. LCFF S/C 4. See Goal 1	See 2017-18	1. LCFF 2. LCFF 3. LCFF S/C 4. See Goal 1
Budget Reference	1. Books 2. Software 3. Salaries & Benefits 4. See Goal 1	See 2017-18	1. Books 2. Software 3. Salaries & Benefits 4. See Goal 1

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

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

Unchanged

# Goal 3

College and Career Readiness

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

State Priorities: 4,7,8

Local Priorities: NA

## Identified Need:

N/A - This goal does not apply because we are an elementary school.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Outcome for College Readiness</b>	100% of students will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.
<b>Outcome for A-G completion</b>	15-16 CDE 12th Grade Graduates Completing All Courses Required for U.C. and/or C.S.U. Entrance data: 100% of students that graduated from ATSA graduated with all A-G courses required for U.C. and/or C.S.U. entrance requirement	Maintain 100% of students that graduated from ATSA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from ATSA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from ATSA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.
<b>Outcome for graduation rates</b>	15-16 CDE Cohort Outcome Data: 95.8% graduation rate	Maintain a 95.8% or higher graduation rate	Maintain a 95.8% or higher graduation rate	Maintain a 95.8% or higher graduation rate
<b>Outcome for A-G completion</b>	15-16 CDE 12th Grade Graduates Completing All	Maintain 100% of students that graduated from ATSA graduate	Maintain 100% of students that graduated from ATSA graduate	Maintain 100% of students that graduated from ATSA graduate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Courses Required for U.C. and/or C.S.U. Entrance data: 100% of students that graduated from ATSA graduated with all A-G courses required for U.C. and/or C.S.U. entrance requirement	with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	with all A-G courses required for U.C. and/or C.S.U. entrance requirement.
<b>Outcome for dropout rates</b>	15-16 CDE Dropouts by Ethnic Designation by Grade Data: 0% Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0% Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0% Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0% Annual Adjusted Grade 9-12 Dropout Rate
<b>Outcome for 9th grade retention</b>	15/16 PowerSchool data: 89.52% of 9th graders returned to BHA for the 10th grade	Increase 3% of 9th graders to return to BHA for the 10th grade	Increase 3% of 9th graders to return to BHA for the 10th grade	Increase 3% of 9th graders to return to BHA for the 10th grade

## 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:**

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

All Students

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

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

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

New

[Add 2018-19 selection here]

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## 2017-18 Actions/Services

### . Outcome for College Readiness

- \* Academic counselor support
- \* Family outreach manager support
- \* Dean of Students support
- \* Advisory teacher support
- \* Parent Square
- \* Signed progress reports
- \* Website
- \* Senior Signing Day
- \* Teacher office hours
- \* Alumni Day

### 2. Outcome for A-G completion

- \* Academic counselor support
- \* Family outreach manager support
- \* Dean of Students support
- \* Advisory teacher support
- \* Parent Square
- \* Signed progress reports
- \* Website
- \* Senior Signing Day
- \* Teacher office hours
- \* Alumni Day

### 3. Outcome for graduation rates

- \* Academic counseling services
- \* Frequent check ins
- \* Using Advisory minutes to ensure that students are meeting graduation requirements and timelines
- \* Parent Square
- \* Website
- \* Senior Signing Day

## 2018-19 Actions/Services

We will maintain these Actions and Services throughout the 2018-19 school year.

## 2019-20 Actions/Services

### Outcome for College Readiness

- \* Academic counselor support
- \* Family outreach manager support
- \* Dean of Students support
- \* Advisory teacher support
- \* Parent Square
- \* Signed progress reports
- \* Website
- \* Senior Signing Day
- \* Teacher office hours
- \* Alumni Day

### 2. Outcome for A-G completion

- \* Academic counselor support
- \* Family outreach manager support
- \* Dean of Students support
- \* Advisory teacher support
- \* Parent Square
- \* Signed progress reports
- \* Website
- \* Senior Signing Day
- \* Teacher office hours
- \* Alumni Day

### 3. Outcome for graduation rates

- \* Academic counseling services
- \* Frequent check ins
- \* Using Advisory minutes to ensure that students are meeting graduation requirements and timelines
- \* Parent Square
- \* Website
- \* Senior Signing Day

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> <li>1. College Academic Counselor \$104,000</li> <li>2. Manager, Family Supports \$69,000</li> <li>3. Dean of Students – see Goal 1</li> </ol>	See 2017-18	<ol style="list-style-type: none"> <li>1. College Academic Counselors (two) \$195,000</li> <li>2. Intervention Specialists (two) \$225,000</li> <li>3. Dean of Students – see Goal 1</li> </ol>
Source	<ol style="list-style-type: none"> <li>1. LCFF S/C</li> <li>2. LCFF S/C</li> <li>3. See Goal 1</li> </ol>	See 2017-18	<ol style="list-style-type: none"> <li>1. LCFF S/C</li> <li>2. LCFF S/C, Title I, III</li> <li>3. See Goal 1</li> </ol>
Budget Reference	<ol style="list-style-type: none"> <li>1. Salaries &amp; Benefits</li> <li>2. Salaries &amp; Benefits</li> <li>3. See Goal 1</li> </ol>	See 2017-18	<ol style="list-style-type: none"> <li>1. Salaries &amp; Benefits</li> <li>2. Salaries &amp; Benefits</li> <li>3. See Goal 1</li> </ol>

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$438,925

9%

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 the 2019-2020 school year, \$438,925 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting an assistant principal, dean of students, intervention specialists, instructional assistants, college counseling support, social/emotional counseling support, family supports manager, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 9%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$362,000

8.2%

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 the 2018-2019 school year, \$362,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting a dean of instruction, dean of students, instructional assistants, college counseling support, social/emotional counseling support, family supports manager, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 8.2%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 210,181

6%

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 the 2017-2018 school year, \$210,181 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will not be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is below the 40 percent threshold required to expend funds school-wide. These funds are supporting a dean of instruction, dean of students, instructional assistants, college counseling support, social/emotional counseling support, family supports manager, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 6%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

### **Plan Summary**

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

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

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

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

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

### **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sal/>). (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.

# 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?