

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

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Norton Science and Language Academy		
Contact Name and Title	Dr. Fausto Barragan, Principal	Email and Phone	fbarragan@lcer.org 909-386-2300

2017-20 Plan Summary

THE STORY

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

Located in the city of San Bernardino, California, Norton Science and Language Academy (NSLA) serves multicultural families from the Inland Empire in a Transitional Kindergarten through 8th grade dual language program. Our student body is comprised of 780 Students from the Inland Empire. Families from the cities of San Bernardino, Redlands, Rancho Cucamonga, Rialto, Fontana, Highland, Yucaipa, Riverside, and Moreno Valley drive their students to our San Bernardino campus to learn actively in innovative and rigorous dual language learning environments.

Students in grades 3-8 have access to technology through a one to one device program. Technology integration is strong in all content areas.

NSLA is committed to the development of the whole child, in an innovative, safe, nurturing, healthy and stimulating learning environment. Best practices, rigorous and engaging lessons, student centered classroom, high quality instruction and supportive services work together to meet the needs of all students to prepare them with the foundational skills necessary to access a college and career pathway.

Guided by the leadership of the Lewis Center for Educational Research, NSLA Board of Trustees, dedicated staff, community members and families, NSLA is committed to its mission of ensuring learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

To accomplish our schools' missions, we must ensure that all students are reaching mastery. We will do this by creating common core based benchmark assessments, implementing intentional academic

interventions, and increasing cross-curricular lessons and collaboration across all grade levels.

LCAP HIGHLIGHTS

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

Working closely with NSLA Stakeholders, four goals have been identified for focus for the 2017-2018 school year. Additionally, as the NSLA Mission is the guide post to decision making for the school, College Readiness and Global Mindedness is highlighted in several of the LCAP goals. The goals are as follows:

- Goal 1: Increase the number of students meeting grade level proficiency in Mathematics.
- Goal 2: Increase the number of students meeting grade level proficiency in English Language Arts.
- Goal 3: Decrease the rate of suspension at all grade levels.

Key LCAP actions to support these areas are as follows:

The 2017-2018 LCAP focuses on continuous improvement of all students by providing professional learning for teachers, offering meaningful parent engagement activities, improving school climate and providing ongoing professional development for teachers in all content areas.

Significant actions and services include the following:

- Continuous improvement of student achievement by using formative data to drive planning and instruction.
- Increased Parent Engagement in all decision making committees and councils including the SSC, ELAC, PTO, ELAC, Rockets in Training.
- Improved student attendance by providing incentives for students and classrooms with exceptional attendance.
- Improved attendance by running an effective Student Absence Review Team that provides accountability and support for families experiencing chronic absenteeism.
- Increased Implementation of Best Practices in English Language Arts and Spanish Language Arts
- Adoption of Common Core Standards based, aligned math curriculum.
- Providing more opportunities for parents to learn about their child's education at NSLA and ways to support learning at home through Love and Logic, Rockets in Training, and Parents and Pastries.

The LCAP also addresses the indicators established in the newly released California School Dashboard. The LCAP was developed through a collaborative process where stakeholder feedback was gathered after analysis of data.

The LCAP was developed after thorough review of student data from variety of benchmarks, formative assessments, CELDT, CAASPP, absence data. These important metrics were used to analyze growth and to gather feedback from all stakeholders. The goals, actions services and expenditures demonstrate how the school works to continually improve student progress.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The previous Goal #5, “Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students’ educational program at NSAA.” Local indicators reveal that parent involvement increased as a result of improved communication.

The content of the previous Goal #4, “Incorporate the use of technology and technological advances into its core curriculum”, has prompted significant schoolwide change. As a result of this goal, teachers have implemented the following multiple technological data sources in the past three years: DRA, Illuminate, Carnegie, CST Science, CAASPP Interims and SBA summative assessments. (See: Goal 1, 2, 3)

The White subgroup scored in the Green (High) Level, increasing 15.6 points in language arts and in the Green (High) level, increasing 15 points in mathematics.

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

GREATEST NEEDS

The Suspension Rate (K-8) is an area denoted as a greatest need on the dashboard. In order, to ensure that students are not missing instruction, NSLA will begin implementing behavioral multi-tier supports and services (MTSS) in the 2017-2018 school year. These additional interventions and supports should dramatically reduce the number of in-school suspensions.

An achievement gap amongst White & ELL Students exists in the areas of English/Language Arts and Mathematics. To close these gaps, the Academic Leadership Team (ALT) and Schoolwide Intervention Teams will develop data-driven supports for these sub-groups. The MTSS approach will include differentiated instruction within the regular classroom, additional flexible learning time and intervention classes.

In order to offer a wide variety of course offerings and ample instructional and behavioral support, NSLA must continue to seek outside funding sources. Historically, additional funding has come via LCER programs like GAVRT and K-16 Bridge. These funds have been used to support facilities, teacher

salaries, and instructional materials. It is important to secure outside funds and/or grants that will expand facilities, curricular and instructional support in middle school mathematics, TK-8 science, and academic interventions and enrichments.

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

PERFORMANCE GAPS

Hispanic students are the highest percentage of student groups identified in the student group report. The Hispanic student group underperformed the "all student group" in both English Language Arts and Mathematics scoring in the orange level on the Dashboard's Five by Five Placement Grid.

The English Language Learner Subgroup underperformed the "all students" subgroup. This group scored in the red level on the Dashboard's Five by Five Placement Grid.

NSLA will identify students to provide additional supports within the context of the classroom and through supplemental services.

INCREASED OR IMPROVED SERVICES

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

In addition to the professional learning opportunities NSLA will continue to utilize supplemental and concentration funds to increase instructional and intervention support to low-income students, English Learners and foster youth.

1. Highly trained staff will be hired to provide Tier 2 intervention in the Rocket Lab Program.
2. Teachers will receive strategic, focused professional development in Mathematics, in conjunction with training for the new Mathematics adopted materials.
3. Use of MTSS to support social-emotional student needs. These supports may assist low income, EL, foster and homeless students with social, emotional and behavioral factors that interfere with academic achievement.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$7,129,229

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$106,668

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

There are several General Fund Budget Expenditures that are not specifically outlined in the LCAP. These include the following:

Back office services in the areas of general administration, business services, human resources, Office of the President/CEO (Total LCER General Administration= \$755,921)
LCER information and systems technology support (NSLA Share of LCER IT Costs= \$318,441).
Overhead costs in the areas of maintenance and operations, facility improvements and custodial services. (NSLA Share of LCER Maintenance and Operations \$165,754).
Special Education Overhead (NSLA Share Total= \$212,139)
Food Services (Total= \$349,595)
Salaries & benefits for certificated and classified staff (Certificated Salaries= \$3,475,421, Classified Salaries= \$1,526,503, Benefits= \$1,741,541).

\$7,129,229.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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	Reach 99% of proper assignment of highly-qualified teachers.
State and/or Local Priorities Addressed by this goal:	
STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8	
COE ☐ 9 ☐ 10	
LOCAL _____	
ANNUAL MEASURABLE OUTCOMES	
EXPECTED	ACTUAL
Increase the percentage of teachers working within the appropriate assignments from 97% to 99%. Turnover rates for teaching staff will show a decline to less than 20%.	
99% of teaching staff is working within the appropriate assignment. 2015-16 Teacher turnover rate: 24% 2016-17 Teacher turnover rate: 10%	
ACTIONS / SERVICES	
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.	
Action	1
Actions/Services	PLANNED The NSLA will recruit and hire teachers with the appropriate credentials offering Step and Class and 3% across the board yearly salary increases for classified and certificated staff.
	ACTUAL The NSLA gave a 3% across the board salary increase in the 2015-2016 school year.

Expenditures		BUDGETED \$350,000	ESTIMATED ACTUAL \$388,600
2			
Action			
Actions/Services		PLANNED Offer BCLAD teachers two steps increase and one step for working in a bilingual assignment for those who had not already received this additional compensation.	ACTUAL In 2016-2017, 15 teachers received this additional benefit.
Expenditures		BUDGETED \$110,000	ESTIMATED ACTUAL \$110,000
3			
Action			
Actions/Services		PLANNED Continue to offer teacher support services, such as: Induction (formerly BTSA), Instructional Coach, Support Teacher, Instructional Assistants, Academic Leadership Team.	ACTUAL NSLA continues to support staff through Induction services.
Expenditures		BUDGETED \$25,000	ESTIMATED ACTUAL \$24,150

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.

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.

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.

Actions and Services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring of staff and unanticipated needs for additional staff to support full implementation of specific actions.

Actions and Services were appropriate for this goal. 99% of the teaching staff is assigned appropriately. The turnover rate declined 14% in the last two years ending at a rate of 10% at the end of 2016-17 school year.

The across the board salary increase was higher than budgeted as new hires came in with more years of experience.

No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2016-17

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

Increase student achievement in all subject areas with the full implementation of CCSS.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES**EXPECTED**

Increase the percentage of students at Standard Met as stipulated by the CAASP/SBAC assessments by 5%.

Increase student passing rates by 5% in Renaissance STAR.

Increase student-passing rates by 5% in benchmarks.

Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 70% of classrooms.

ACTUAL

In comparing 2014-2015 to 2015-2016, CAASPP SBA results showed the following growth in English/Language Arts by grade level:

Achievement Level Distribution Over Time			
	3rd Grade (2015)	4th Grade (2016)	
Mean Scale Score	2370.1	2400.5	
Standard Exceeded: Level 4	4 %	7 %	
Standard Met: Level 3	19 %	12 %	
Standard Nearly Met: Level 2	26 %	22 %	
Standard Not Met: Level 1	52 %	59 %	

Achievement Level Distribution Over Time			
	4th Grade (2015)	5th Grade (2016)	
Mean Scale Score	2398.1	2449.1	
Standard Exceeded: Level 4	7 %	5 %	
Standard Met: Level 3	13 %	26 %	
Standard Nearly Met: Level 2	19 %	19 %	
Standard Not Met: Level 1	60 %	50 %	
Achievement Level Distribution Over Time			

	5th Grade (2015)	6th Grade (2016)
Mean Scale Score	2448.0	2487.6
Standard Exceeded: Level 4	7 %	10 %
Standard Met: Level 3	17 %	16 %
Standard Nearly Met: Level 2	30 %	39 %
Standard Not Met: Level 1	45 %	36 %
Achievement Level Distribution Over Time		
	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2464.7	2537.0
Standard Exceeded: Level 4	3 %	6 %
Standard Met: Level 3	17 %	37 %
Standard Nearly Met: Level 2	38 %	33 %
Standard Not Met: Level 1	42 %	24 %
Achievement Level Distribution Over Time		
	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2467.3	2526.9
Standard Exceeded: Level 4	0 %	0 %
Standard Met: Level 3	10 %	29 %
Standard Nearly Met: Level 2	35 %	47 %
Standard Not Met: Level 1	55 %	24 %

In comparing 2014-2015 to 2015-2016, CAASPP SBA results in Mathematics showed the following growth by grade level:

Achievement Level Distribution Over Time	3rd Grade (2015)	4th Grade (2016)
Mean Scale Score	2386.4	2406.3
Standard Exceeded: Level 4	4 %	2 %
Standard Met: Level 3	19 %	9 %
Standard Nearly Met: Level 2	33 %	32 %
Standard Not Met: Level 1	44 %	57 %

Achievement Level Distribution Over Time

	4th Grade (2015)	5th Grade (2016)
Mean Scale Score	2397.0	2423.7
Standard Exceeded: Level 4	4 %	3 %
Standard Met: Level 3	5 %	5 %
Standard Nearly Met: Level 2	36 %	23 %
Standard Not Met: Level 1	55 %	69 %

Achievement Level Distribution Over Time

	5th Grade (2015)	6th Grade (2016)
Mean Scale Score	2425.5	2452.8
Standard Exceeded: Level 4	2 %	3 %
Standard Met: Level 3	6 %	14 %
Standard Nearly Met: Level 2	23 %	21 %
Standard Not Met: Level 1	68 %	61 %

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2425.4	2483.4
Standard Exceeded: Level 4	2 %	2 %
Standard Met: Level 3	8 %	17 %
Standard Nearly Met: Level 2	20 %	31 %
Standard Not Met: Level 1	71 %	50 %
Achievement Level Distribution Over Time		
	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2467.3	2526.9
Standard Exceeded: Level 4	0 %	0 %
Standard Met: Level 3	10 %	29 %
Standard Nearly Met: Level 2	35 %	47 %
Standard Not Met: Level 1	55 %	24 %

CAASPP growth from 2014-15 to 2015-16 is 12.2% for ELA and 4.8% in Math.

STAR reading scores showed an overall average student growth of .7 (7 months) grade equivalency.

STAR math scores showed an overall average student growth of .8 (8 months) grade equivalency.

Technology in support of CCSS implementation

- Technology was carefully integrated with ELA and Math instruction at all grade levels.
- An assessment of the scope and nature of technology integration in regular classroom instruction demonstrates consistent use schoolwide.

	- Teachers participated in the following professional development opportunities: - Apple Teacher - Illuminate - Newsela.com - Classroom Dojo
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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.

Action1

PLANNED Begin the implementation of Benchmark curriculum for Language Arts in both languages including materials for ELD.	ACTUAL Full implementation of Benchmark curriculum for Language Arts in both languages including materials for ELD.
BUDGETED \$225,000 (7 yr. implementation)	ESTIMATED ACTUAL \$325,724

2

Action

Actions/Services

PLANNED Begin the process for review and selection of math curriculum or refinement.	ACTUAL Reviewed and selected of math curriculum for grades TK-8, Swun Math, beginning full-implementation in 2017-18 school year.
BUDGETED \$2,000 substitute costs	ESTIMATED ACTUAL \$0

3

Action

Actions/Services

PLANNED Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Data management system.	ACTUAL Formative assessment data analysis, in addition to outside assessments, was implemented schoolwide to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Illuminate.
BUDGETED \$22,000 (Illuminate Student Information System and Data and Analysis System)	ESTIMATED ACTUAL \$22,000

4

Action

Actions/Services

PLANNED Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data using new curriculum materials. Middle Grade teachers will organize class time to allow for instruction of students who need	ACTUAL Using formative assessment data, elementary teachers were able to analyze data and differentiate instruction based on learning needs. Middle Grade teachers used formative assessment data to inform instruction and differentiate to meet learning needs.
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Expenditures	additional supports in a small group setting.	
	BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base
Action	5	
Actions/Services	PLANNED NSLA teachers, and all support staff will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Support Teacher, Instructional Coach, Counselor, school psychologist, and administrators.	ACTUAL NSLA teachers, and all support staff continued to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information was disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Support Teacher, Instructional Coach, Counselor, school psychologist, and administrators.
	BUDGETED \$50,000 (training fees, travel, and sub costs)	ESTIMATED ACTUAL \$50,000
Expenditures		

Action	6	
	PLANNED Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Support Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers	ACTUAL Elementary students in need of further support for CCSS prerequisite skills participated in 6-8 week targeted daily sessions with the Support Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers. Determination for these needs were derived from diagnostic and formative assessments.
Actions/Services		

BUDGETED	ESTIMATED ACTUAL
Stipulated in goal 1	Stipulated in goal 1

7

Expenditures

Action

PLANNED	ACTUAL
Support the new Transitional Kinder classroom with an Instructional Aide.	An Instructional Aide was hired to support the Transitional Kindergarten classroom.
BUDGETED \$18,000	ESTIMATED ACTUAL \$17,824

8

Action

PLANNED	ACTUAL
Further support the Middle Grades program with an additional Instructional Aide.	An Instructional Aide was hired to support Middle Grades.
BUDGETED \$18,000	ESTIMATED ACTUAL \$17,824

Actions/Services

Expenditures

9

Action

PLANNED	ACTUAL
Materials and curriculum will be purchased to support the implementation of NGSS.	Materials and curriculum were piloted for the future implementation of NGSS, but were not purchased.
BUDGETED \$15,000	ESTIMATED ACTUAL \$0

Actions/Services

Expenditures

10

Action

Actions/Services

Expenditures

PLANNED Increase Support Teacher's days to 125 per school year.	ACTUAL Increased Support Teacher's days to 125 per school year.
BUDGETED \$25,000	ESTIMATED ACTUAL \$23,126

11

Action

Actions/Services

Expenditures

PLANNED Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	ACTUAL Administrators continued to use DigiCoach during walkthroughs to provide teachers with focused feedback.
BUDGETED Stipulated in goal 1	ESTIMATED ACTUAL Stipulated in goal 1

12

Action

Actions/Services

Expenditures

PLANNED NSLA teachers will participate in peer learning walks.	ACTUAL NSLA teachers participated in peer learning walks.
BUDGETED \$7,500	ESTIMATED ACTUAL \$7,500

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 grades TK-8, diagnostic, common formative, and summative assessments were created and implemented throughout the 2016-17 school year. These assessments were used to differentiate instruction for targeted groups to improve overall student outcomes. Through continued professional development, instructors were able to implement best practices and share those with other NSLA staff. Teaching staff completed peer walks and were given feedback from administration walkthroughs.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Continued use of STAR Renaissance, CAASPP assessments, and creation of CCSS aligned assessments during the 2016-17 school year, has provided data to identify student needs and direct teacher instruction to meet those needs. Support talks with teachers provided a time to give constructive feedback and discuss teacher observations. Also, feedback from Rocket Lab (targeted small group instruction) was provided. Data analysis and feedback facilitated an average of 8.5% growth in both ELA and math.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Curriculum budgeted at \$225,000 was actually \$325,724, a difference of \$100,724 was due to the additional purchase of the ELD curriculum that pairs with the ELA Benchmark Advance curriculum. \$2,000 budgeted for math review was not needed. Review of pilot materials was done during PLC time. \$15,000 for NGSS materials was not needed. A pilot in the Middle School was implemented at the end of the 2016-17 school year.
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.	For the 2017-2018, this goal was separated into two goals with one focusing solely on mathematics and the other on English Language Arts. These are Goals 1 and 2 respectively. The indicators on the dashboard illustrate the need to set specific actions and services for each.

Annual Update

LCAP Year Reviewed: 2016-17

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	Increase student engagement by providing a safe learning environment conducive to learning.
State and/or Local Priorities Addressed by this goal:	STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain attendance rate to 97% per any given month Maintain 5% suspension rate	ACTUAL Attendance rate 2016-17: 96% Suspension rate 2015-16: 4.1% Suspension rate 2016-17: 2.9%
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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	Continue to implement school wide spirit days Increase the active participation of Student Council in school wide events
ACTUAL	During the 2016-17 school year, schoolwide spirit days continued with the majority of the school population, students and teachers, participating. During the 2016-17 school year, students actively

Actions/Services

2

Expenditures

Action

Actions/Services

Expenditures

Continue to implement dances and the after school athletic program for middle school	participated in Student Council at middle school to organize schoolwide events. - During the 2016-17 school year, to keep with the schoolwide events, dances were implemented in middle school. - During the 2016-17 school year, there was increase in events in the middle school athletic program and an increase in overall participation in athletics.
BUDGETED \$7,975	ESTIMATED ACTUAL \$7,975
PLANNED - Continue to implement and add to existing attendance incentives with the Registrar's support. - Monthly attendance incentives will be implemented. - Implement a Student Attendance Review Team.	ACTUAL Schoolwide attendance incentives were fully implemented with support from all stakeholders on a monthly basis. The Student Attendance Review Team actively participated in monitoring and reviewing daily attendance.
BUDGET None beyond base	ESTIMATED ACTUAL None beyond base

Action

3

Actions/Services

PLANNED • Implement a school wide program of behavior interventions. • Participate in Professional Development to support school wide program of behavior interventions.	ACTUAL After continuing, year-long discussions, administration and leadership staff agreed to continue the full implementation of Love & Logic. Also, MTSS-B, multi-tiered systems of support focusing on behavior, was implemented to sustain positive behavior intervention.
BUDGET \$7,000	ESTIMATED ACTUAL \$0

Expenditures

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.	Additional student activities were added to the school year calendar. A variety of clubs and that promote student leadership were made available for student participation. Love and Logic and Character Counts continue to be implemented as character education programs to recognize student achievements and as interventions to support with student behavior and expectations. The MTSS team works collaboratively to support teachers with attendance interventions Facilities walks are conducted periodically with school administrators and maintenance/custodial staff to ensure safe, clean and accessible learning environments. Students are recognized with awards and incentives for exemplary attendance. A Student Absence Review Team has been established to promote the importance of attendance and to support families with chronic attendance issues. Positive communication about the school's attendance priorities will be mailed to all families regardless of attendance status. Multi-Tiered System of Supports focused on Behavior (MTSS-B) is a support structure through a multi-tiered system of supports that provided prevention and intervention to suspensions, discipline (office referrals), referrals to Special Education, as well as support students and families in poverty and poor attendance patterns. The MTSS-B established universal behavioral expectations to foster a culture where students can thrive in a culture and climate that fosters academic achievement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While achieving an attendance rate of 96%, attendance continues to be an area of focus for the school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	\$7,000 for behavior professional development was not needed. As a new administrative team is leading the school, new systems of accountability will be put into place to ensure accurate and consistent attendance reporting.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2016–17

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 4

Incorporate the use of technology and technological advances into its core curriculum.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Instruction of the CCSS increased the use of technology in grades TK-8. Increase of real-world application with technology was supported through curriculum and professional development then implemented within the classrooms.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Create the LCER Technology Task Force comprised of administrators, elementary and secondary teachers, and IT staff. This team will attend an Executive Briefing at the Apple Headquarters in Cupertino, CA in July 2016. Strategic planning for technology integration will be

ACTUAL

Technology Task Force was created and all attended Apple professional development training. Technology Task Force provided professional development to instructional staff regarding technology integration.

Expenditures	the outcome of this team.	
	BUDGETED \$5,000	ESTIMATED ACTUAL \$0

2

Action

Actions/Services	PLANNED Continue the implementation of the 1-1 laptop program in 4-8th grade	ACTUAL 1-1 laptop program continued for grades 4-8.
	BUDGETED \$15,000	ESTIMATED ACTUAL \$45,000

3

Action

Actions/Services	PLANNED Purchase additional subscriptions to support common core curriculum allowing students to have additional practice in areas of math and ELA.	ACTUAL Additional subscriptions, Code Combat and Nearpod, were implemented meeting areas of both math and ELA.
	BUDGETED \$3,000	ESTIMATED ACTUAL \$3,000

4

Action

Actions/Services	PLANNED Continue to implement technology for schoolwide program (licensing, hardware, software, maintenance). Illuminate, Renaissance, IXL, Typing Ace, Big Brainz, Brain Pop, Discovery Education, Microsoft Office, newsela.com).	ACTUAL Continued implementation of technology for schoolwide program (licensing, hardware, software, maintenance). Illuminate, Renaissance, IXL, Typing Ace, Big Brainz, Brain Pop, Discovery Education, Microsoft Office, newsela.com) was executed.
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Expenditures

BUDGETED \$179,336	ESTIMATED ACTUAL \$179,336

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.	Students in grades 5-8 have access to a laptop to utilized as a learning tool in class and was taken home for continued learning after school hours. Students in grade 4 were provided with laptop computers in class and utilized this technology during the instructional day. The school's IT team was active in maintaining a functional infrastructure that supported the use of technology during the school year. The school's IT team ensured digital inclusion for all students and staff members to have the access to technology for instruction, research, and data management. The school's IT team maintained all equipment with software and hardware updates and repairs. Technology procurement A responsible Use Policy was developed and written to ensure student safety when using technology. Adopted curriculum/frameworks included a strong technology component that extend learning to students at home and makes classroom lessons interactive.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	IT support, additional subscriptions, and professional development facilitated the productive integration of technology within the classroom. Student engagement increased with the new tools implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	\$5,000 budgeted for Apple training was not needed as all costs were covered by Apple. The \$30,000 difference for the 1 to 1 laptop program was generated due to the change in 2016-17 moving from parent funded to school funded.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to this goal, expected outcomes, metrics or actions and services

Annual Update

LCAP Year Reviewed: 2016–17

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 5

Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students’ educational program at NSLA.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase the percentage of parents attending parent meetings by 5%.

Meeting sign in logs demonstrate and increase in parent participation at various events, during PTO, ELAC and SSC meetings.

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

NSLA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.

ACTUAL

NSLA offered parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.

Actions/Services

Expenditures		BUDGETED \$2,050	ESTIMATED ACTUAL \$2,050
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Action

Actions/Services	PLANNED NSLA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	ACTUAL Parents were informed of all school programs and were active participants in ELAC, SSC and PTO. Parents were invited to attend Parents and Pastries meetings.
Expenditures	BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

Action

Actions/Services	PLANNED NSLA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops	ACTUAL Parents participated in the following volunteer opportunities to fulfill the school's volunteer hours requirement: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$30,000	\$28,226

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.	Parents were involved in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSLA.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent involvement increased as a result of the increased opportunities available for families to volunteer. Parents also participated in decision making committees and elected councils.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences between budgeted expenditures and estimated actual 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.	No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2016–17

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 6

Increase English Learners academic achievement in all subject areas.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 ☐ 3 X 4 X 5 X 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase the passing rate of English Learners in the teacher-made benchmark by 5%.
- Increase the number of students who move up one proficiency level by 10% based on the CELDT.
- Increase the number of students who score at Standard Met level or above by 2% based on the CAASPP/SBAC denomination.
- Increase the EL Re-designation rate by 5%.

ACTUAL

CELDT Proficiency Levels:

Classification	2014-15	2015-16
Advanced	5%	6%
Early Advanced	30%	36%
Intermediate	44%	37%
Early Intermediate	16%	13%
Beginning	4%	7%

CAASPP data from 2014-15 to 2015-16 show the following:

- 12.2% increase in ELA
- 4.8% increase in Math

	EL Re-designation: • 2015-16 – 25 RFEP • 2016-17 – 56 RFEP
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[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services	PLANNED NSLA will implement the new adopted English Language arts curriculum and its materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.	ACTUAL NSLA implemented the newly adopted ELA curriculum along with its component ELD curriculum. GLAD strategies were continued throughout all content areas and were monitored through administration walkthroughs and teacher interviews.
Expenditures	BUDGETED \$225,000	ESTIMATED ACTUAL \$225,000 (\$100,724 referred in Goal 2)

Action **2**

Actions/Services	PLANNED Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Instruction will be planned and organized to include integrated ELD as well. Middle Grade teachers will organize class time to allow for integrated ELD, and designated ELD instruction in small group setting.	ACTUAL Universal access time was implemented in all TK-8 classrooms.
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Expenditures		
	BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

Action

Actions/Services	PLANNED Instructional Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSLA's English Learners.	ACTUAL Instructional coach provided support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSLA's English Learners.
	BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

Action

Actions/Services	PLANNED TK-8 teachers will meet each trimester in Support Talks to plan interventions for specific EL students during Universal Access time.	ACTUAL TK-8 teachers meet each trimester to discuss interventions, data from interventions, resources and EL student progress due to interventions.
	BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

5

Action

Actions/Services

PLANNED Instructional Coach will continue to monitor annually the achievement of Re-designated fluent English Proficient students to ensure their continuous progress.	ACTUAL Instructional Coach monitored the achievement of Re-designated fluent English Proficient students to ensure their continuous progress.
BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

Expenditures

6

Action

Actions/Services

PLANNED Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	ACTUAL Administrators and Intervention Coach used DigiCoach during walkthroughs to provide teachers with focused ELD feedback.
BUDGETED None beyond base	ESTIMATED ACTUAL None beyond base

Expenditures

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.	New ELD curriculum was implemented at all grade levels, K-8 along with GLAD strategies in all core subject areas. Instructional coach completed re-designation of EL students. Instructional Assistant support in the classroom and constructive feedback from walkthroughs was implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The academic needs of NSLA's EL population were improved with the new strategies, curriculum, and feedback.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences between budgeted expenditures and estimated actual 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.	No changes were made to this goal, expected outcomes, metrics or actions and services.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20
INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE
How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?
Stakeholder input has been gathered via: - NSLA Board Meeting Discussions - LCER Board Meeting Discussions - LCER Finance Committee Meeting Discussions - Weekly Multi-Tiered Supports and Services (MTSS) Leadership Team Meetings - Weekly Professional Learning Community (PLC) collaboration - Monthly Parents and Pastries forum - Monthly Parents and Teacher Committee (PTC) - Monthly School Site Council (SSC) - Monthly English Learner Advisory Council (ELAC) - Bi-monthly Academic Leadership Team meetings Meeting Types and Dates: - NSLA School Board meetings are held on the third Tuesday of each month. - LCER Board meetings are held on the second Monday of September, December, March and June. - LCER Strategic Planning meetings were held on November 6, February 25, and February 29, 2016. - Professional Learning Committees (PLC) meet each Wednesday. - Parents and Pastries meets bimonthly on Wednesdays. - Parents and Teacher Organization (PTO) meets monthly on Wednesdays. Types of Communication and Outreach: - Social Media Postings (Facebook, Instagram and Twitter) - Parent Mass Emails - Letters Mailed Home

Elementary Teacher Weekly Newsletters
Parent Square Communication
Community Events
School Website
Parent and Staff Surveys via Survey Monkey

IMPACT ON LCAP AND ANNUAL UPDATE

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

The NSLA stakeholders are extremely involved in the educational program. The NSLA has over 225 parent volunteers who support the school's activities, classes and fundraising. The consultations with staff, students and families drive the goals in the LCAP. The feedback and surveys indicate a strong desire to improve the middle school program, science instruction, academic rigor and behavioral support.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged
Goal 1 Increase the number of students meeting grade level proficiency in Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE	X 1	X 2	☐ 3	X 4	X 5	☐ 6	X 7	X 8
COE	☐ 9	☐ 10						
LOCAL								
California Accountability Dashboard reports 76 points below Level 3 2015-16 CAASPP SBA results show 17% of students proficient (met or exceeds standard) Benchmark data shows an average of 25% of students proficient (met or exceeds standard) grades 1-8								

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		
	2017-18	2018-19	2019-20
CAASPP SBA Math % of Met Standard and Exceeds Standard	Met Standard: 13% Exceeded Standard: 4%	Met Standard: 16% Exceeded Standard 6%	
California Accountability Dashboard points for Math proficiency	English Learners: 90.1 points below level 3 Socioeconomically Disadvantaged: 93.9 points	English Learners: Close the gap by 4.5 points Socioeconomically Disadvantaged: Close the	

subgroups	below level 3 Students with Disabilities: 130.3 points below level 3 Hispanic Students: 82.7 points below level 3 African American Students: 94.1 points below level 3	gap by 4.7 Students with Disabilities: Close the gap by 11.5 points Hispanic Students: Close the gap by 4.1 points African American Students: Close the gap by 4.7 points		
Math benchmark % of Met Standard and Exceeds Standard	Grades 1-8 Meeting and exceeding standard: 25%	Grades 1-8 Meeting and exceeding standard: 30%		

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:		
<u>Students to be Served</u>	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
<u>Location(s)</u>	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: <u>Grades 3-5</u>	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Implement vertical math planning from grades 3-5 on a monthly basis to do the following: - Analyze data - Share best practices - Refine instruction		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Certificated Substitutes	Amount	Amount
Source	Supplemental	Source	Source
Budget Reference	Certificates salaries/benefits	Budget Reference	Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	

Location(s)	☐ All schools	☐ Specific Schools: _____	☒ Specific Grade spans: <u>Grades 3-8</u>
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[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Implement STAR Math (Renaissance Learning) norm-referenced assessment on a monthly basis to monitor progress of CCSS in grades 3-8.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$2,800		
Source	Source	Source
Supplemental		
Budget Reference	Budget Reference	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Students to be Served
Location(s)
☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Implement CCSS aligned curriculum, Swun Math, in all grades TK-8.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
Source
Budget
Reference

\$76,000
Supplemental
Supplies

Amount
Source
Budget
Reference

Amount
Source
Budget
Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged																
Goal 2	Increase the number of students meeting grade level proficiency in English Language Arts.															
State and/or Local Priorities Addressed by this goal: STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____																
Identified Need California Accountability Dashboard reports 48.7 points below level 3 for all students in the area of English Language Arts. 2015-16 CAASPP SBA results show 26% of students proficient (met or exceeds standard) Benchmark data shows 10% of students proficient (met or exceeds standard) grades 5-8.																
EXPECTED ANNUAL MEASURABLE OUTCOMES <table> <tr> <th>Metrics/Indicators</th> <th>Baseline</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> <tr> <td>CAASPP SBA ELA % of Met Standard and Exceeds Standard</td> <td> Grades 3-8 Met Standard: 19% Exceeds Standard: 7% </td> <td> Grades 3-8 Met Standard: 22% Exceeds Standard: 9% </td> <td></td> <td></td> </tr> <tr> <td>California Accountability Dashboard points for ELA</td> <td> Grades 3-8 All students: 48.7 points below level 3 </td> <td> Grades 3-8 All students: Close the gap by 2.5 points </td> <td></td> <td></td> </tr> </table>		Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	CAASPP SBA ELA % of Met Standard and Exceeds Standard	Grades 3-8 Met Standard: 19% Exceeds Standard: 7%	Grades 3-8 Met Standard: 22% Exceeds Standard: 9%			California Accountability Dashboard points for ELA	Grades 3-8 All students: 48.7 points below level 3	Grades 3-8 All students: Close the gap by 2.5 points		
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
CAASPP SBA ELA % of Met Standard and Exceeds Standard	Grades 3-8 Met Standard: 19% Exceeds Standard: 7%	Grades 3-8 Met Standard: 22% Exceeds Standard: 9%														
California Accountability Dashboard points for ELA	Grades 3-8 All students: 48.7 points below level 3	Grades 3-8 All students: Close the gap by 2.5 points														

ELA benchmark % of Met Standard and Exceeds Standard	Grades 5-8 Meeting and exceeding standard: 10%	Grades 5-8 Meeting and exceeding standard: 15%		
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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 included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	☒ English Learners	☐ Foster Youth	☒ Low Income
<u>Scope of Services</u>	☐ LEA-wide ☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional development for GLAD (Guided Language Acquisition Design)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$12,000		
Source	Source	Source
Supplemental		
Budget Reference	Budget Reference	Budget Reference
Professional Development		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	☒ All ☐ Students with Disabilities	☐ [Specific Student Group(s)] _____	
<u>Location(s)</u>	☐ All schools ☐ Specific Schools: _____	☒ Specific Grade spans: Transitional Kindergarten and Kindergarten _____	

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Instructional Assistants in Transitional Kindergarten and Kindergarten

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$14, 368

Source

Classified Salaries and Benefits

Budget Reference

TK/Kinder Aides

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **3**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

<u>BUDGETED EXPENDITURES</u>			
	2017-18	2018-19	2019-20
Amount		Amount	Amount
Source		Source	Source
Budget Reference		Budget Reference	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☒ New	☐ Modified	☐ Unchanged
Goal 3	Decrease the rate of suspensions at all grade levels.		
State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____ Identified Need California Accountability Dashboard shows a 4.2% rate of suspension with a 2.7% increase.			

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate as reported by the California Accountability Dashboard	Suspension Rate: 4.2% Status: High	Suspension Rate: 3.1%		

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:			
<u>Students to be Served</u>	☐ X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
<u>Location(s)</u>	☐ All schools	☐ Specific Schools: _____	☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Implement Positive Behavior Intervention and Support (PBIS) to: • Create school wide, positive behavior change • Foster improved school climate • Reduce student misconduct		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,500		
Source	Source	Source
Supplemental		
Budget Reference	Budget Reference	Budget Reference
Professional Development		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	☐ X All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged Professional Development and Support for Teachers to: • Improve capacity of teachers to manage behavior and discipline within their classrooms and on the school campus • Enhance teachers' cultural understanding • Reduce student misbehavior and improve classroom and school climate Promote emotional, physical and social well being of all students through programs, activities and incentives.	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$3,000		
Source	Source	Source
Supplemental		
Budget Reference	Budget Reference	Budget Reference
Professional development Books and Supplies		

Action 3

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

Students to be Served

☐ X All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools
☐ Specific Schools:
☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged Evaluate and revise progressive discipline options to ensure that class instruction is less impacted. - Hold offenders accountable for their actions - Offer an alternative to suspension that provides the offender an opportunity to learn from the misconduct and make reparations to the victim - Provide community involvement in responding to individual misconduct - Foster the mending of relationships	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20	
Estimated Supplemental and Concentration Grant Funds:	\$ 1,485,580	Percentage to Increase or Improve Services:
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).		
NSLA Supplemental & Concentration Funds: \$1,485, 580 Percentage to increase or improve services 6.49% For the 2017-2018 school year, 78% of the enrolled students are unduplicated pupils including low income, foster youth, and English Learner pupils. Based upon the needs of the unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in a school-wide manner. The needs of the targeted student populations influence the design of programs throughout NSLA so that all pupils receive high levels of instruction and additional pupil services. The expenditures allocated will be used to improve and/or increase services for unduplicated students thereby serving our entire student population. For the 2017-2018 school year, the increase in LCFF Supplemental and Concentration Funding reflected in our LCAP is \$96,420. Our focus will be on refining our current programs and expenditures outlined below. In addition to the professional learning opportunities NSLA will continue to utilize supplemental and concentration funds to increase instructional and intervention support to low-income students, English Learners and foster youth. • Highly trained staff will be hired to provide Tier 2 intervention in the Rocket Lab Program. • Teachers will receive strategic, focused professional development in Mathematics, in conjunction with training for the new Mathematics adopted materials. • Use of MTSS to support social-emotional student needs. These supports may assist low income, EL, foster and homeless students with social, emotional and behavioral factors that interfere with academic achievement. • The addition of the 6th grade teacher to reduce middle school class sizes.		

These services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities by:

- The Rocket Lab Program is directly linked to Pupil Achievement (Priority 4) as this is the platform for Tier 2 academic intervention. Additionally, it is linked to Course Access (Priority 7) by providing specific services to unduplicated pupils and students with special needs.
- The increase services in Mathematics are directly linked to the Implementation of State Standards (Priority 2) as the new Swun Math curriculum is Common Core aligned. This program is also linked to Pupil Achievement (Priority 4) as improved math instruction will increase student outcomes on norm referenced and benchmark assessments that teachers use to monitor academic progress throughout the school year. It will also result in improved performance on the annual SBA assessments. (\$20,000)
- The MTSS Social Emotional supports are directly linked to Parental Involvement (Priority 3), Pupil Achievement (Priority 4), Pupil Engagement (Priority 5), School Climate (Priority 6), Pupil Outcomes (Priority 8), and Coordination of Services for Foster Youth (Priority 10). (Salary and Benefits= \$232,237)
- The addition of the 6th grade teacher is directly linked to Pupil Achievement (Priority 4). By providing smaller class sizes, an increased level of student support will translate to improved academic achievement on norm-referenced, benchmark and state assessments. (Salary and Benefits= \$88,823.22)

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?