

# 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	Ivy Academia Entrepreneurial Charter School		
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## 2017-20 Plan Summary

### THE STORY

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

Ivy Academia is the work of a team of parents, educators, and business professionals who have the desire and experience in educating our next generation of entrepreneurs. As an entrepreneurial focused school, our teachers and students integrate the National Entrepreneurial standards across all curricula. This allows for rigorous lessons with real world applications. Our mission and vision were created by our stakeholders and represent the dedication and driving principles behind Ivy's staff, students, and community members.

Our diverse student population has 12% English Language Learners and over 60% are socio-economically disadvantaged. There has been a shift in student demographics, growing from 20% Hispanic to 51% in just 5 years.

Ivy offers all students a rigorous education with interventions for those in need, and enrichment for all.

### LCAP HIGHLIGHTS

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

This year's LCAP focuses on student achievement and college and career readiness. The highlights include:

- After school assistance to EL and SED students.
- Covering the costs of AP exams for all students meeting certain criteria.
- Classes & programs for parents to increase parent involvement
- 1 to 1 computing for additional grades
- Using programs such as Achieve 3000 to increase reading and writing comprehension
- Decreasing suspension rates through positive behavior supports

## 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

- Increase of +10% of students scoring as having met or exceeded standards on the SBAC ELA.
- Inclusion of all stakeholders in LCAP goal setting
- Reading and writing across all disciplines
- Increase in writing benchmarks
- Highest level of EL reclassifications in Ivy history
- Largest number of AP students passing AP exams with a “3” or better

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

- Math SBAC scores (decreased 3.3 points)
- Suspension rate (increased 1.2 points)

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

There are not any indicators where a student group in 2 or more levels below all students.

**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.

- Ivy will offer after school assistance to low-income or ELL students
- Advisory period will be used to teach ELL curriculum
- Math and English labs will be offered to those students with failing grades.
- Parents as Partners will be implemented as an educational resource for EL parents.

**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	\$8,110,889
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$790,980

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.

- Items not covered by LCAP include but aren't limited to:
- Rent
  - District Oversight
  - SPED Encroachment
  - Cert/Classified Salaries/benefits including retirement
  - Insurance
  - Instructional/Professional Consultants

\$3,946,736

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-2017

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

Increase student achievement

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Student achievement in English will be 5% greater than the 2015-2016 school year
2. Student achievement in Math will be 5% greater than the 2015-2016 school year

#### ACTUAL

1. Student achievement in English decreased by 1%.
2. Student achievement in Math decreased by 3%.

### 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

1.1 Assure Core Classes, AP and ELD Courses have credentialed teachers with textbooks, resources, professional development, stipends and enrichment classes.

#### ACTUAL

1.1 Assure Core Classes, AP and ELD Courses have credentialed teachers with textbooks, resources, professional development, stipends and enrichment classes.

Expenditures

**BUDGETED**  
 Textbooks- U \$50,000/R \$23,211 UD  
 Professional Development- R \$2,467  
 Cert Comp- U \$30,000/R \$1,130,145  
 Supplies- U \$1500

**ESTIMATED ACTUAL**  
 Textbooks- U \$103,000/R \$23,211 UD  
 Professional Development- R \$2,467 T2  
 Cert Comp- U \$30,000/R \$1,130,145 EPA  
 Supplies-U \$1500

Action

2

Actions/Services

**PLANNED**  
 1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.

**ACTUAL**  
 1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.

Expenditures

Professional Development/Cert Sal/Outside- U \$30,000/R \$2,467

**ESTIMATED ACTUAL**  
 Professional Development/Cert Sal/Outside- U \$30,000/R \$2,467

Action

3

Actions/Services

**PLANNED**  
 1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction.

**ACTUAL**  
 1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction.

Expenditures

Class/Cert Salaries- U \$20,000/R \$96,985 R \$20,000 UD  
 Outside Services- U \$60,000/R \$20,000  
 Non Cap Expenditures- U \$60,000/R \$23,000  
 Mat/Supplies- U \$1000/R \$1000

**ESTIMATED ACTUAL**  
 Class/Cert Salaries-U \$20,000/R \$96,985/R \$20,000  
 Outside Services- U \$60,000/R \$20,000  
 Non Cap Expenditures-U \$60,000/R \$23,000  
 Mat/Supplies- U \$1000/R \$1000 UD

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	During the 2016-2017 school year, Ivy focused on writing across all content areas. In order to improve the Writing and Literacy of Ivy Academia students, there is a critical learner need of improving students' writing ability aligned to Common Core Standards and to improve students' reading Lexile level so that the students are College and Career Ready. This area of need addresses our schoolwide learner outcomes of Innovative by assuring the students can write and read in every discipline by evaluating and analyzing information articulately orally and in writing. In order to improve the Science, Technology, Entrepreneurialism, graphic Arts, and Mathematical skills of Ivy Academia students, there is a critical learner need to demonstrate and execute positive problem so that the students are College and Career Ready. This area of need addresses our schoolwide learner outcomes of Visionary by applying appropriate problem solving processes to real-life situations.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our ELA SBAC scores increased by 10%. We were able to provide afterschool assistance to students that were on the cusp of leveling up on standard mastery. Writing was a focus for all students, across all content area.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Our budget and actual are aligned with one another.
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.	Student achievement is still a focus in the upcoming years. The action items include more after school intervention, one to one computing for more students, new EL curriculum, and 100% of classes will be taught by appropriately credentialed teachers.

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 positive school culture.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Attendance will be 94.5% or greater.
2. The number of truancies will decrease by 3%.
3. Students participating in extracurricular activities will increase by 5%.
4. Parent participation will increase by 5%.
5. Suspension rate will not exceed 4%.

### ACTUAL

1. Attendance was 93.73%
2. The number of truancies did not decrease.
3. Students participating in extracurricular activities increased by 7%.
4. Parent participation increased.
5. Suspension rate was 3%.

## 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**  
 2.1 Revisit schoolwide training for Capturing Kids' Hearts.

**ACTUAL**  
 2.1 Revisit schoolwide training for Capturing Kids' Hearts.

Expenditures

**BUDGETED**  
 Professional Development-U \$14,500/  
 R \$6500

**ESTIMATED ACTUAL**  
 Professional Development-U \$14,500/R \$6500

Action **2**

Actions/Services	<p><b>PLANNED</b> 2.2 Increase extracurricular activities, transition and school spirit activities, enrichment assemblies and field trips, grade and attendance incentives, and token economy.</p>	<p>2.2 Increase extracurricular activities, transition and school spirit activities, enrichment assemblies and field trips, grade and attendance incentives, and token economy.</p>
Expenditures	<p><b>BUDGETED</b> Non Instruction-U \$49,000/\$19,000 UD Leases-U \$25,000/R \$5,000 UD Supplies-U \$8000R /\$3000 Outside Services-U \$25,000</p>	<p><b>ESTIMATED ACTUAL</b> Non Instruction-U \$49,000/R \$19,000 UD Leases-U \$25,000/R \$5,000 UD Supplies-U \$8000/ R \$3000 Outside Services-U \$25,000</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 2.3 Advertise Ivy and Ivy School events to include ceremonies and universities in English and Spanish.</p>	<p><b>ACTUAL</b> 2.3 Advertise Ivy and Ivy School events to include ceremonies and universities in English and Spanish.</p>
Expenditures	<p><b>BUDGETED</b> Outside Services-U \$7000/R \$3000 UD Cert/Class-U \$30,000/R \$10,000 UD Supplies-U \$1000/R \$500 UD</p>	<p>Outside Services-U \$7000/R \$3000 UD Cert/Class-U \$30,000/R \$10,000 UD Supplies-U \$1000R \$500 UD</p>



**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.	Capturing Kids’ Hearts was brought back for another year. Additionally, we had a Spanish/English translator on staff to assist with the translation of all flyers, out-going announcements, and family information. Assemblies were added to the calendar and field trips increased.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	During the 2016-2017 school year, Ivy Academia made positive student support a priority. In order to improve the engagement around community empowerment for the parents and guardians of Ivy Academia students, there is a critical learner need to increase strategies and activities to promote parent participation so that the students are College and Career Ready. This area of need addresses our schoolwide learner outcomes of Youth so that families exhibit interest in being a life-long learner.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted and actual were in alignment.
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.	Additional incentives need to be presented to staff and families to increase attendance. Actions for next year will include having all field trips and activities planned prior to the start of the school year.

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

<b>Goal 3</b>	Increase state standards’ resources
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Student growth in identified subgroups will be 5% greater than the 2015-2016 school year
2. Meet all action plan goals with 80% accuracy in the 2015-2016 school year
3. Student enrollment and achievement in Advanced Placement testing will be 5% greater than the 2015-2016 school year

### ACTUAL

1. 100% of students have State Standards aligned curriculum in grades K-12 for Mathematics and Language Arts/English.
2. 100% of students have access to on-line State Standards aligned curriculum in grades 2-10 for Mathematics and Language Arts/English.
3. More AP classes were offered with a total of 52 tests being taken.

## 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

3.1 Purchase State Standards aligned curriculum and core literature for Mathematics and Language Arts/English.

#### ACTUAL

3.1 Purchase State Standards aligned curriculum and core literature for Mathematics and Language Arts/English.

Expenditures

#### BUDGETED

Textbooks-U \$60,000/R \$23,000 UD

#### ESTIMATED ACTUAL

Textbooks-U \$60,000/R \$23,000 UD

Action

## 2

Actions/Services

**PLANNED**  
 3.2 Purchase State Standards aligned on-line curriculum for Mathematics and Language Arts/English.

**ACTUAL**  
 3.2 Purchase State Standards aligned on-line curriculum for Mathematics and Language Arts/English.

Expenditures

**BUDGETED**  
 Instructional Materials-U \$35,000/R \$15,000 UD

**ESTIMATED ACTUAL**  
 Instructional Materials-U \$35,000/R \$15,000 UD

Action

## 3

Actions/Services

**PLANNED**  
 3.3 Purchase standards aligned curriculum for Science and Social Science if available and provide professional development on the new State Standards.

**ACTUAL**  
 3.3 Purchase standards aligned curriculum for Science and Social Science if available and provide professional development on the new State Standards.

Expenditures

**BUDGETED**  
 Textbooks-U \$30,000/R \$10,000 UD  
 Professional Development-U \$4000/R \$1000 UD

**ESTIMATED ACTUAL**  
 Textbooks-U \$30,000/R \$10,000 UD  
 Professional Development-U \$4000/R \$1000 UD

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	During the 2015-16 school year, Ivy Academia performed an intensive self-study during the WASC visit and developed the following action plan: In order to improve the performance of students with learning gaps and underachieving subgroups, there is a critical learner need to take a coordinated approach to data analysis to identify these groups and determine appropriate and authentic interventions. This area of need addresses our schoolwide learner outcome of innovative with students meeting this element through formative and summative assessments. In order to measure goal attainment from the action plan, Ivy Academia needs to be very transparent about the LCAP action plan which aligns with the WASC, the SPSA, Teacher Effectiveness Plan and EPA Spending Plan. In order to improve the enrollment and achievement of students, there is a critical learner need to address and support what Advanced Placement Success (APS) looks like for the course enrollees. This area of need addresses our schoolwide learner outcome of Innovative with students meeting this element through increased enrollment in Advanced Placement Courses, particularly math and sciences, and achieving passage rates of 3 or higher on the exams.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	New curriculum and the introduction of Standards Plus helped our ELA scores increase by 10%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Expected budget and actual budget were in alignment.
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.	Additional training is needed for the new curriculum. We will continue with introducing new curriculum and providing training.

# 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?

District leadership involved parents, teachers, and students in the development of the Local Control Accountability Plan. This involvement was organized into three stages: **awareness, input, and feedback**. During **awareness stage** activities, the community learned about the Local Control Funding Formula and the opportunity to be involved in developing a local plan. Stakeholders also became aware of student achievement and district strategic goals. The Executive Director presented to UTLA on 5/31/17 and to board, teachers, parents, and students at board meetings on 5/25/17 and 6/22/17. Other **awareness** activities included informational E-Blasts, presentations at School Site Council and ELAC. There was also an LCAP Meeting for all stakeholders on 4/6/17. During the **input stage**, surveys were provided and meetings were held to gather suggestions for specific instructional program improvements. The survey was provided to students, staff, teachers, community members, Board and parents (English and Spanish) electronically. School Site Council reviewed program offerings and student performance data from Common Core benchmarks, EL reclassification rates, attendance, suspension and discipline data, including leadership team meetings, Curriculum Council, and ELAC and School Site Council on 11/14/16, 1/9/17, 2/13/17, and 3/21/17. In the **feedback stage**, stakeholders were provided opportunities to review and comment on the draft plan including the preliminary LCAP budget and the goals which were developed based on participant comments from **input stage** activities. The Board of Directors reviewed the draft and held an open hearing at the 5/25/17 meeting and approved the Local Control Accountability Plan at the regular meeting on 6/22/17.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Awareness activities gave stakeholders a context for plan development. **Input stage** activities provided information for the development of a draft, leading to the creation of three LCAP goals. The plan was refined based on stakeholder comments during the **feedback stage**.

The goals in 2016 were:

- Goal 1: Increase Student Achievement
  - ✓ WRED - Writing and Reading Every Discipline (Priorities 2, 4, 8)
  - ✓ STEgAM - Science, Technology, Entrepreneurialism, Graphic Arts and Mathematics (Priorities 1, 2, 4, 5, 7, 8)
- Goal 2: Increase Positive School Climate
  - ✓ PEACE - Parents Engage Around Community Empowerment (Priorities 3, 6)
- Goal 3: Increase State Standard Resources
  - ✓ CAD - Coordinated Approach to Data (Priorities 1, 2, 4, 8)
  - ✓ MAP - Monitor Action Plan (Priorities 1, 2, 3, 4, 5, 6, 7, 8)
  - ✓ APS - Advanced Placement Success (Priorities 1, 2, 4, 7, 8)

Through discussions with the stakeholders and the implementation of the LCAP, it was determined that the focus of the LCAP is to target student needs and that the use of technology is an integral part of improving student learning outcomes and access to Common Core curriculum and resources. In 2017, the use of technology will continue to be integrated in the 2017 LCAP goals.

During the 2017 input stage, stakeholders suggested that the school follows broad categories of program enhancements (*with corresponding LCAP goal*):

- Goal 1: Increase Student Achievement
  - ✓ WRED - Writing and Reading Every Discipline (Priorities 2, 4, 8)
  - ✓ STEgAM - Science, Technology, Entrepreneurialism, Graphic Arts and Mathematics (Priorities 1, 2, 4, 5, 7, 8)
  - ✓ CAD - Coordinated Approach to Data (Priorities 1, 2, 4, 8)
  - ✓ MAP - Monitor Action Plan (Priorities 1, 2, 3, 4, 5, 6, 7, 8)
- Goal 2: Increase Positive School Climate
  - ✓ PEACE - Parents Engage Around Community Empowerment (Priorities 3, 6)
- Goal 3: Increase College and Career Readiness
  - ✓ APS - Advanced Placement Success (Priorities 1, 2, 4, 7, 8)

# 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

- Student achievement in English will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.
- Student achievement in Math will increase by 3% from the 2016-2017 school year as determined by state testing and other assessments.

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

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

#### Identified Need

**Student writing skills and math skills need to improve on standardized tests and benchmark assessments.**

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
There will be a 3% increase in students testing as having met or exceeded on ELA SBAC.	% of students scoring "met" or "exceeded" on ELA SBAC 3rd 56% 4 <sup>th</sup> 36% 5 <sup>th</sup> 35% 6 <sup>th</sup> 50% 7 <sup>th</sup> 42% 8 <sup>th</sup> 36% 11 <sup>th</sup> 56%	Students scoring as having met or exceeded standards on the ELA SBAC will increase by 3% above 2016-2017 scores.	Students scoring as having met or exceeded standards on the ELA SBAC will increase by 3% above 2017-2018 scores.	Students scoring as having met or exceeded standards on the ELA SBAC will increase by 3% above 2018-2019 scores.

<p>There will be a 3% increase in students testing as having met or exceeded on Math SBAC.</p>	<p>% of students scoring “met” or “exceeded” on MATH SBAC</p> <p>3<sup>rd</sup> 50%</p> <p>4<sup>th</sup> 22%</p> <p>5<sup>th</sup> 16%</p> <p>6<sup>th</sup> 33%</p> <p>7<sup>th</sup> 46%</p> <p>8<sup>th</sup> 26%</p> <p>11<sup>th</sup> 7%</p>	<p>Students scoring as having met or exceeded standards on the Math SBAC will increase by 3% above 2016-2017 scores.</p>	<p>Students scoring as having met or exceeded standards on the Math SBAC will increase by 3% above 2017-2018 scores.</p>	<p>Students scoring as having met or exceeded standards on the Math SBAC will increase by 3% above 2018-2019 scores.</p>
<p>There will be a 5% increase in students having met or exceeded in Reading according to AIMSWeb</p>	<p>% of students that scored as having met or exceeded standards in Reading according to AIMSWeb</p> <p>1<sup>st</sup> 63%</p> <p>2<sup>nd</sup> 69%</p> <p>3<sup>rd</sup> 68%</p> <p>4<sup>th</sup> 50%</p> <p>5<sup>th</sup> 59%</p> <p>6<sup>th</sup> 62%</p>	<p>Students scoring as having met or exceeded standards on benchmark testing will increase by 5% above 2016-2017 scores.</p>	<p>Students scoring as having met or exceeded standards on benchmark testing will increase by 5% above 2017-2018 scores.</p>	<p>Students scoring as having met or exceeded standards on benchmark testing will increase by 5% above 2018-2019 scores.</p>
<p>There will be an increase of at least 5% in Ivy’s Reclassification Rate.</p>	<p>23% of EL students were reclassified.</p>	<p>There will be a 5% increase in the number of reclassified students.</p>	<p>There will be a 5% increase in the number of reclassified students.</p>	<p>There will be a 5% increase in the number of reclassified students.</p>



PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.1 Assure Core Classes, AP and ELD Courses have credentialed teachers with textbooks, technology, resources, professional development, stipends and enrichment classes.	1.1 Assure Core Classes, AP and ELD Courses have credentialed teachers with textbooks, resources, professional development, stipends and enrichment classes.	1.1 Assure Core Classes, AP and ELD Courses have credentialed teachers with textbooks, resources, professional development, stipends and enrichment classes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>Textbooks U \$30,000/ R \$38,400 Professional Development- U \$3,000/R \$5,000 Cert Comp-U \$50,000/ \$50,000</p>	<p>Amount</p> <p>Textbooks U \$25,000/ R \$30,000 Online Resources- U \$5000/R \$20,000</p>	<p>Amount</p> <p>Textbooks-U \$25,000/ R \$65,000 Professional Development- U \$3400/R \$5500</p>

Classroom Supplies U \$1000/  
R \$1500  
Online Resources- U \$7000/  
R \$10,000

Source

LCFF

Budget  
Reference

4100- Textbook  
4300-4315- Supplies  
5210- Professional Development  
1000- Certificated Salaries

Professional Development-  
U \$3000/R \$3500  
Cert Comp-U \$50,000/  
R \$60,000  
Supplies-U \$1000/R \$1500  
Classroom Materials & Supplies  
U \$5000/R \$10,000

Source

LCFF

Budget  
Reference

4100- Textbook  
4300-4315- Supplies  
5210- Professional Development  
1000- Certificated Salaries

Cert Comp-U \$55,000/  
R \$55,000  
Classroom Materials & Supplies  
U \$1500/R \$3000  
Online Resources-U \$5000/  
R \$10,000

Source

LCFF

Budget  
Reference

4100- Textbook  
4300-4315- Supplies  
5210- Professional Development  
1000- Certificated Salaries

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 **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.	1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.	1.2 Assure Professional Development, Teacher Collaboration, Mentor Teachers, Induction Programs are provided to increase the most effective use of instructional strategies.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Professional Development-U \$3,000/R \$5,000 Cert Comp-U \$2000/R \$3000 Materials-U \$2000/R \$3500	Amount Professional Development-U \$3200/R \$5000 Cert Comp-U \$ 2000/R \$ 3500 Materials-U \$1000/R \$1500	Amount Professional Development-U \$4000/R \$5500 Classroom Materials & Supplies U \$1200/R \$2500

				Cert Comp-U \$2500/R \$4000
Source	LCFF	Source	LCFF	Source
Budget Reference	1000- Certificated Staff 5210- Professional Development 4300- Materials	Budget Reference	1000- Certificated Staff 5210- Professional Development 4300- Materials	Budget Reference
				1000- Certificated Staff 5210- Professional Development 4300- Materials

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 **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	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction through AfterSchool Tutoring, Computer Access, Math and English Labs.	1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction through AfterSchool Tutoring, Computer Access, Math and English Labs.	1.3 Provide intervention and enrichment via technology, technology infrastructure, hands-on experiences and direct instruction through AfterSchool Tutoring, Computer Access, Math and English Labs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Class Comp-U \$7,000/ R \$14,000 Cert Comp-U \$35,000/	Amount Class Comp U \$ 5000/ R \$10,000 Cert Comp U \$35,000/	Amount Class Comp-U \$7000/ R \$12,000 Cert Comp-U \$38,000/

R \$70,000  
Online Programs-U \$2,500/  
R \$9,000  
Technology-U \$20,000/  
R \$55,000  
Classroom Materials &  
Supplies-U \$2000/R \$2700

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
2000- Classified Staff  
5210- Professional Development  
4300- Materials  
4430- Student Use Technology

R \$70,000  
Online Programs-U \$2,500/  
R \$9,000  
Technology-U \$20,000/  
R \$55,000  
Classroom Mat/Supplies-  
U \$1000 R \$2700

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
2000- Classified Staff  
5210- Professional Development  
4300- Materials  
4430- Student Use Technology

R \$75,000  
Online Programs-  
U \$3000 R \$9500  
Technology-U \$30,000/  
R \$60,000  
Classroom Materials & Supplies  
U \$1700/ R \$3200

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
2000- Classified Staff  
5210- Professional Development  
4300- Materials  
4430- Student Use Technology

New

Modified

Unchanged

## Goal 2

- Goal 2: Increase Positive School Climate

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

**Attendance rates have fallen and low parent involvement rates have led to a decreased positive school climate.**

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance will increase by .5%.	Attendance will meet or exceed 94%.	Attendance will meet or exceed 94.5%	Attendance will meet or exceed 95%	Attendance will meet or exceed 95.50%
At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.	At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.	At least 73% of all teachers will be using Capturing Kids' Hearts in the classroom.	At least 75% of all teachers will be using Capturing Kids' Hearts in the classroom.	At least 80% of all teachers will be using Capturing Kids' Hearts in the classroom.
90% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.	90% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.	92% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.	95% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.	97% or more of parents answering the Parent Survey will agree that Ivy encourages parent involvement.
Suspension Rate will be less than 5% with a	Suspension Rate will be less than 5% with a disproportionality rate for	Suspension Rate will be less than 5% with a disproportionality rate for	Suspension Rate will be less than 5% with a disproportionality rate for	Suspension Rate will be less than 5% with a disproportionality rate for

disproportionality rate for African American students and Students with Disabilities less than 15%

African American students and Students with Disabilities less than 15%

African American students and Students with Disabilities less than 12%

African American students and Students with Disabilities less than 10%

African American students and Students with Disabilities less than 8%



PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.1 Professional Development on Classroom Management and Student Engagement to include Capturing Kids' Hearts, Review 360, Ripple Effects, etc	2.1 Professional Development on Classroom Management and Student Engagement to include Capturing Kids' Hearts, Review 360, Ripple Effects, etc.	2.1 Professional Development on Classroom Management and Student Engagement to include Capturing Kids' Hearts, Review 360, Ripple Effects, etc.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>Professional Development- U \$7,000/R \$10,000 Cert Comp-U \$3,000/R \$7,000 Class Comp-U \$8,000/</p>	<p>Amount</p> <p>Professional Development- U \$7500/R \$11,000 Cert Comp-U \$3500/R \$7500 Class Comp-U \$6000/R \$7500</p>	<p>Amount</p> <p>Professional Development- U \$9000/R \$12,500 Cert Comp-U \$4000/R \$8200 Class Comp-U \$6500/R \$7500</p>

	R \$10,000			
Source	LCFF	Source	LCFF	Source
Budget Reference	1000- Certificated Staff 2000- Classified Staff 5210- Professional Development	Budget Reference	1000- Certificated Staff 2000- Classified Staff 5210- Professional Development	Budget Reference
				1000- Certificated Staff 2000- Classified Staff 5210- Professional Development 4430- Student Use Technology

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 **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.2 Meet or Exceed Attendance and Suspension Rate goals by increased Positive Behavior Support, incentive programs, student activities, and entrepreneurial education.	2.2 Meet or Exceed Attendance and Suspension Rate goals by increased Positive Behavior Support, incentive programs, student activities, and entrepreneurial education.	2.2 Meet or Exceed Attendance and Suspension Rate goals by increased Positive Behavior Support, incentive programs, student activities, and entrepreneurial education.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Class Comp-U \$4,000/ R \$5,000 Facility Rental-U \$5,000/	Amount Class Comp-U \$4400/R \$5500 Facility Rental-U \$6000/ R \$22,000 Supplies-U \$2000/R \$5000	Amount Class Comp-U \$5100/R \$6000 Facility Rental-U \$5500/ R \$25,000 Classroom Materials & Supplies

R \$20,000  
Classroom Materials &  
Supplies-U \$5,000/ R \$9,000  
Cert Comp-U \$10,000/  
R \$10,000

Source

LCFF

Budget  
Reference

2000- Classified Staff  
4300-4315- Materials  
5602- Facility Rental

Classroom Materials & Supplies  
U \$3000/R \$5000  
Cert Comp-U \$11,000/  
R \$11,000

Source

LCFF

Budget  
Reference

2000- Classified Staff  
4300-4315- Materials  
5602- Facility Rental

U \$4000/R \$8500  
Supplies-U \$2000/R \$3000  
Cert Comp- U \$12,000/  
R \$13,000

Source

LCFF

Budget  
Reference

2000- Classified Staff  
4300-4315- Materials  
5602- Facility Rental

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 **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	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.3 Establish outreach to parents and community through translation, advertisement, parent workshops and student competitions.	2.3 Establish outreach to parents and community through translation, advertisement, parent workshops and student competitions.	2.3 Establish outreach to parents and community through translation, advertisement, parent workshops and student competitions.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Outside Services-U \$3,000/ R \$9,000 Cert Comp-U \$10,000/ R \$10,000	Amount Outside Services-U \$4000/ R \$8300 Cert Comp-U \$11,000/ R \$11,000	Amount Outside Services U \$3000/ R \$8000 Cert Comp-U \$12,000/ R \$12,000

	Supplies-U \$1,000/R \$1,500
Source	LCFF
Budget Reference	1000- Certificated Staff 5800- Professional Services

	Supplies-U \$1100/R \$1700
Source	LCFF
Budget Reference	1000- Certificated Staff 5800- Professional Services

	Supplies-U \$1300/R \$2200
Source	LCFF
Budget Reference	1000- Certificated Staff 5800- Professional Services

New

Modified

Unchanged

## Goal 3

- Goal 3: Increase College and Career Readiness

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

**The rates of students taking college prep classes and assessments needs to increase.**

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
35% of students will be identified as College and Career Ready on Achieve3000.	35% of students will be identified as College and Career Ready on Achieve3000.	37% of students will be identified as College and Career Ready on Achieve3000.	40% of students will be identified as College and Career Ready on Achieve3000.	42% of students will be identified as College and Career Ready on Achieve3000.
There will be a 2% increase in the number of 8-10 <sup>th</sup> graders taking the PSAT.	30% of 8th -10th grade students will take the PSAT	32% of 8th -10th grade students will take the PSAT	34% of 8th -10th grade students will take the PSAT.	36% of 8th -10th grade students will take the PSAT.
There will be an increase of at least 5% in the number of 11 <sup>th</sup> grade students taking the SAT or ACT.	50% of 11th grade students will take the SAT and/or ACT	55% of 11th grade students will take the SAT and/or ACT	60% of 11th grade students will take the SAT and/or ACT	65% of 11th grade students will take the SAT and/or ACT

The percent of seniors applying to four year universities will increase each year.

60% of Seniors will apply and be accepted to a 4 year university

62% of Seniors will apply and be accepted to a 4 year university

65% of Seniors will apply and be accepted to a 4 year university

68% of Seniors will apply and be accepted to a 4 year university



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>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.1 SAT/ACT prep classes, college application seminars, and financial aid training will be offered to 11th -12th graders	3.1 SAT/ACT prep classes, college application seminars, and financial aid training will be offered to 11th -12th graders.	3.1 SAT/ACT prep classes, college application seminars, and financial aid training will be offered to 11th -12th graders.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Textbooks-U \$6,000/R \$8,000 Cert Comp-U \$5,000/R \$7,000 Online Resources-U \$5000/ R \$7000 Supplies-U \$1000/R \$1500	Textbooks-U \$5,000/R \$10,000 Cert Comp-U \$5500/R \$7200 Online Programs-U \$5000/ R \$5000	Textbooks-U \$11,000/ R \$23,000 Cert Comp-U \$6000/R \$8000 Online Programs-U \$5000/

Source	LCFF
Budget Reference	4100- Textbooks 1000- Certificated Staff 4430- Student Use Technology 4300- Supplies

Source	LCFF
Budget Reference	4100- Textbooks 1000- Certificated Staff 4430- Student Use Technology 4300- Supplies

	R \$5000
Source	LCFF
Budget Reference	4100- Textbooks 1000- Certificated Staff 4430- Student Use Technology 4300- Supplies

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 **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.2 Naviance will be purchased and used for students in 9th -12th grade, and these students will meet with a college counselor to review graduation requirements and map necessary courses needed to graduate..	3.2 Continue to use Naviance for students in 9th - 12th grade, and these students will meet with a college counselor to review graduation requirements and map necessary courses needed to graduate.	3.2 Continue to use Naviance for students in 9th - 12th grade, and these students will meet with a college counselor to review graduation requirements and map necessary courses to graduate needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Online Resources- U \$15,000/R \$20,000 Professional Development-	Online Programs-U \$11,000/ R \$16,000 Professional Development-	Online Programs-U \$12,000/ R \$17,000 Professional Development-

U \$3,000/R \$5,000  
Cert Comp-U \$10,000/  
R \$12,000  
Supplies-U \$2,000/R \$2,000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4430- Student Use Technology  
4300-4315- Supplies  
5210- Professional Development

U \$3500/R \$5400  
Cert Comp-U \$10,500/  
R \$12,500  
Classroom Materials &  
Supplies-U \$1500/R \$1500  
Supplies U \$1000/R \$1000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4430- Student Use Technology  
4300- 4315-Supplies  
5210- Professional Development

U \$3700/R \$5300  
Cert Comp-U \$14,000/  
R \$16,000  
Classroom Materials &  
Supplies-U \$1200/ R \$1200  
Supplies-U \$1000/R \$1000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4430- Student Use Technology  
4300-4315- Supplies  
5210- Professional Development

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 **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.3 The school will cover AP exam costs for those students receiving a C or above and has teacher recommendation in each AP course.	3.3 The school will cover AP exam costs for those students receiving a C or above and has teacher recommendation in each AP course.	3.3 The school will cover AP exam costs for those students receiving a C or above and has teacher recommendation in each AP course.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Textbooks-U \$3,000/R \$3,000 Classroom Materials & Supplies-U \$3,000/ R \$5,280 Cert Comp-U \$25,000/ R \$35,000	Amount Textbooks-U \$10,500/ R \$10,500 Classroom Materials & Supplies- U \$3000/R \$5000	Amount Textbooks-U \$13,000/ R \$14,000 Professional Development- U \$2000/R \$2300 Classroom Materials &

Professional Development-  
U \$1000/R \$2000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4315- Supplies  
4100-4200-Textbooks

Professional Development-  
U \$1100/R \$2200  
Cert Comp-U \$27,000/  
R \$36,000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4315- Supplies  
4100-4200- Textbooks

Supplies/U \$4000/R \$4000  
Cert Comp-U \$28,000/  
R \$37,000

Source

LCFF

Budget  
Reference

1000- Certificated Staff  
4315- Supplies  
4100-4200- Textbooks

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 790,980

Percentage to Increase or Improve Services:

65.53 %

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](#)).

Ivy Academia's percent of unduplicated pupils is 65.53%. The total amount of supplemental and concentration 41 grant funding is \$790,980 for 2017. The LCAP goals were developed with the input of our parents, staff, students, community members and Board focusing on the needs of our unduplicated students (English learners, students with disabilities, low income students and foster youth). Ivy Academia is expending these funds to increase student achievement, increase a positive school climate, and increase college and career readiness. The first goal is to increase student achievement which includes ELD services and curriculum, , intervention, professional development, teacher training and collaboration, technology and infrastructure and enrichment classes. The second goal is to increase positive school climate which includes Capturing Kids Hearts, attendance incentives, extracurricular activities, assemblies, parent universities and marketing. The third goal is to increase college and career readiness which includes increasing the number of students taking the ACT, SAT, and PSAT, the number of students applying to four year universities, and the use of Naviance to help with high school course tracking.

# 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](#)

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

## [Plan Summary](#)

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

When developing the LCAP, 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?