

LCAP Year 2019–20 2020–21 2021–22

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Kavod Charter School		
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2019-22 Plan Summary

THE STORY

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

Kavod Charter School is located in San Diego, CA in the Clairemont neighborhood currently serving TK-5th. The majority of families reside throughout San Diego county and commute daily coming from a wide range of ethnic and socioeconomic backgrounds. Among the languages spoken by students are Spanish, Russian, Tigrinya, Vietnamese, Farsi, English and Hebrew.

This diverse population is composed of Hispanic 22%, White 52%, Black or African American 12%, Chinese 1%, Filipino, 1%, Korean 1%, Vietnamese 1%, Japanese and Hmong 1% and Multi-ethnic 9%. Currently it serves an EL population of 25%; 10% of which are immigrants. In addition, 11% of students have special needs and 12% are FRLP. 49% of students are Female and 51% are male and 12% of families are in the armed forces.

Kavod serves students by providing academic excellence through rigorous and differentiated instruction, Hebrew language using a partial immersion model, social responsibility by required student-led/driven service-learning projects and global awareness through a varied multicultural curriculum. Kavod has a significant focus on utilizing growth mindset strategies and mindfulness to help students persevere through challenges.

The total student body is steadily growing. In 2018-2019 the student population was roughly 235. Though Kavod provides percentages to support our progress and goals, we recognize that our population does lend to limited statistically relevant data when reviewing very small sub populations.

LCAP HIGHLIGHTS

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

- Kavod has been able to meet all academic proficiency and growth goals
- Kavod has increased student activities
- Kavod has increased academic courses
- Kavod has strong parent involvement

- Kavod continues to grow enrollment
- Kavod has received a 6 year WASC approval
- Kavod received IB candidacy for middle school
- Kavod moved to a site independent of another school, allowing for program enhancements and has received approval of funding to support facilities growth

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.

- Kavod has been able to meet all academic proficiency and growth goals and has exceed state progress
- Hired Director of School Culture and Instructional Coach
- Continued to incorporate Spanish as a program elective
- More extra-curricular/elective options
- Parent involvement
- Increase student enrollment
- Established an English Learner Advisory Committee (ELAC)
- Established a student council

In order to continue exceeding Kavod's proficiency and growth goals, the school continues to research best practices and attend/deliver professional development regarding relevant strategies to assist our demographic. Kavod has identified and utilized numerous programs designed to monitor student progress and achievement. These programs are designed to highlight areas of student proficiency and expose areas in which students need assistance and/or differentiation. Kavod has found these assessments to reliably align to the results of state testing. This information will be used to guide instruction and pedagogical approaches. The school will continue to collect and aggregate this data while remaining abreast of new and successful curriculum and/or methods of assessment.

Kavod continues to increase student activities by collaborating with staff through professional development. This allows all faculty members to present new ideas or ways they can apply their unique talents, interests, or connections to facilitate new activities. The administration of Kavod will continue to encourage staff to pursue grant-writing opportunities to obtain financial assistance to create new programs and/or student opportunities. The Kavod administration continues to give parents and students opportunities to provide feedback regarding programs or electives that they feel should be present at the school.

Kavod continues to encourage parent involvement through meetings, surveys, informal conversations, and special events outside of school hours. The administration will intentionally scaffold the times and days of the week in which these events are scheduled in order to create numerous opportunities for parents to attend and/or participate. Furthermore, Kavod will continue to encourage parent volunteer opportunities in the classroom so they feel familiarity with routines and ownership of the program. The school will continue to send out weekly messages from teachers and monthly messages from the administration to ensure that parents are informed of current and impending information. We are continuing to use Parent Square, an

GREATEST PROGRESS

online communication program that allows us to contact parents in their own home language to allow for more involvement.

Although Kavod serves students from a variety of backgrounds and neighborhoods, the school will continue to pursue unique opportunities such as the Linda Vista Multi Cultural Fair and online marketing campaign to reach a diverse population. Kavod's goal is not solely to expand the size of the student body, but to continue increasing our cultural diversity and giving students opportunities to collaborate with and appreciate students from backgrounds different than their own.

In the 2018-19 school year, Kavod hired a Director of School Culture to continue the work of monitoring consistency in student behaviors and encouraging a culture of respect as well as focus on restorative practices. This allows the school to continue having a low rate of suspension, a non-existent rate of expulsion, and interventions designed around positivity rather than rigid disciplinary consequences.

The Director of Culture has attended professional development to learn more about non-violent crisis prevention intervention and CPI. The Director of Culture is responsible for promoting a school culture in which students engage in individual and collective professional learning that results in their continuous improvement and high performance.

Kavod hired an Expressive Arts Therapist to help students on a social and emotional level.

In the 2018-19 school year, Kavod hired an Instructional Coach to help support staff members with instructional strategies, curriculum planning and development, student support, and various admin duties to support the team. The Instructional Coach has attended professional development to learn more about student support strategies both academically and emotionally as well as CPI.

With the help of staff and Director of School Culture, Kavod was able to start a Student Council in 2018-19 to provide leadership skills to our student body and an outlet to voice how their thoughts and concerns. The successful participation of students has increased student involvement and enhanced the school culture.

In the 2018-19 school year, Kavod continued incorporate Spanish as an elective teacher in the hopes that the development of a Spanish curriculum will further assist with cultural understanding and empathy as well as language development. With the addition of a Spanish teacher, Kavod has been able to offer Spanish extracurricular activities during and after school.

To meet the needs of our ever-growing English Learner population and best be of service to their families, Kavod has established an English Learner Advisory Committee (ELAC). The committee will continue to education and target those EL families so that they are privy to their child's education and have the necessary access to do so.

To expand to middle school, Kavod applied for and was award IB Candidacy and received bond funding to support the enrollment growth.

Kavod was granted WASC approval for a six year period with an impressive review from the committee.

As far as progress, in an study comparison completed by the Educational Results Partnership, which pulls data from the California Department of Education, Kavod ranked number 1 in the state and number 2 in the county of like demographic schools based on socio economic, English language learners and school size.

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

-Kavod has successful meet all local indicators for the past two years, but below are some identified areas we’ve identify that would help support the program and make it more successful:

- Continued analysis of academic performance trends by subgroups
- Kavod is utilizing prop 39. Through the utilization of Prop 39, Kavod has been able to secure proper educational facilities while limiting the fiscal impact of facilities. However, Prop 39 limits the school’s ability to accommodate student growth through the expansion of grade levels and specifically address the need for additional space to provide Special Education services. In addition, much needed upgrades to the facility for security purposes add the additional elements of cost and intricacy as we have to work with district staff timelines. Kavod has received bond funding to support with a facility expansion
- Salary constraints due to STRS and staffing model which provides significant student support.
- Work with families to address truancy.

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

None

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.

Additional professional development for faculty is always beneficial.

The English learners at Kavod have demonstrated success on the ELPAC, SBAC, and in classroom academics. This can be attributed to being a school that specializes in language immersion (as this provides all students with empathy and understanding regarding the difficulty of acquiring proficiency). This could also be attributed to our differentiation teachers and the strategies teachers employ to differentiate lessons in ways that have proven successful in reaching English Learners. The continued development of our Spanish curriculum will further assist with cultural understanding and empathy as well as language development. Furthermore, the staff will continue to pursue and participate in professional development which focuses specifically on English Learners. Kavod will also continue to celebrate diversity and unique differences to ensure these students feel accepted and appreciated rather than “different” from their peers. In 2018-19 Kavod has provided pull out support for EL students to help them more quickly acquire literacy skills to access grade-appropriate content. We will continue to provide pull out service to EL students and establish a more formalized schedule to better support them.

Kavod has always found ways to alleviate financial burdens on families who need assistance. Whether it be paying for field trips, acquiring supplies, buying clothes that adhere to the school dress code, or covering remaining balances from reduced lunch prices, the school is more than willing to use its own funds to help families in need. In addition to continuing these practices, the school plans to pursue research and professional development of how to best serve students who come from families with socioeconomic struggles. The school is aware that financial hardships can leave families displaced from a consistent residence or facing other stresses that impact children. Therefore, the school will find ways to best serve these kids and be abreast of local community services so that, when requested, families can be made aware of them.

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

\$3,146,747

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

\$3,029,734

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.

General Administration costs were not included in the LCAP. These consist of Audit fees, Legal fees, Back Office Financial Services, and District Oversight Fees

\$2,754,373

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1	Ensuring a safe, secure program that includes, well-trained staff, a program focused on respect, and a safe and secure well-maintained facility.
State and/or Local Priorities Addressed by this goal:	
	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Any Safety Evaluation will identify no serious safety concerns.
 All faculty will be properly fingerprinted and identify no risk for TB
 Less than 5% of students will be suspended and less than 1% of students will be expelled.

ACTUAL

Any Safety Evaluation identified no serious safety concerns.
 100% of faculty are properly fingerprinted and are not at risk for TB
 Less than 1% of students were suspended and 0% of students were expelled.

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	<table border="1"> <tr> <td style="background-color: #d9ead3;">PLANNED</td> <td>Renew Prop 39 to ensure we have adequate space to add middle school and make site upgrades to enhance security measures ensuring they adhere to the necessary requirements.</td> </tr> <tr> <td style="background-color: #d9ead3;">ACTUAL</td> <td>-Teachers are trained annually on safety protocols and their unique, assigned roles. -EPI pen, first aid, and CPR training provided.</td> </tr> </table>	PLANNED	Renew Prop 39 to ensure we have adequate space to add middle school and make site upgrades to enhance security measures ensuring they adhere to the necessary requirements.	ACTUAL	-Teachers are trained annually on safety protocols and their unique, assigned roles. -EPI pen, first aid, and CPR training provided.
PLANNED	Renew Prop 39 to ensure we have adequate space to add middle school and make site upgrades to enhance security measures ensuring they adhere to the necessary requirements.				
ACTUAL	-Teachers are trained annually on safety protocols and their unique, assigned roles. -EPI pen, first aid, and CPR training provided.				

<p>Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying.</p> <p>Hire additional custodial staff that will aid in providing school safety throughout the school day.</p> <p>Drills and walk throughs occur and are tracked and reviewed on a monthly basis.</p> <p>Ensure all employees are fingerprinted and not at risk for TB.</p> <p>Ensure surplus items are safely secured.</p> <p>Install camera system that will aid in 24 hour surveillance and make necessary upgrades to enhance safety.</p> <p>Maintain front office staff (Admin Coordinator) to continue securing front office.</p>	<ul style="list-style-type: none"> -Safety drills and walk through occur monthly -Custodial hired to help keep school clean and safe -Staff member trained and certified to oversee and administer daily student medications. -All staff members are equipped with cell phones that use the Zello “walkie-talkie” application for quick communication. -All visitors to the school are required to show proper identification, sign-in and sign-out, and to visually identify themselves as visitors with badges. -Parent volunteers who will be working individually with students complete background “Live Scan” checks. -The school campus is limited to one entrance/exit that is monitored by staff, all other entrances/exits are locked. -Hired front office staff (Admin Coordinator) to continue securing front office. - a safety committee was ensembled when we first moved into the new site to determine what improvements could be made, additionally advice was sought out from the police department - Diligently working to install camera systems, but this requires approval and cooperation with the district - Safety shades have been installed on all door windows - Safety screen has been installed on the outside perimeter of the kindergarten area, and working to extend to remainder of campus
<p>BUDGETED \$288,536</p>	<p>ESTIMATED ACTUAL \$361,295</p>

Expenditures

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 **2**

Actions/Services

<p>Analyze and adjust discipline plan as necessary.</p> <p>Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary</p>	<p>ACTUAL</p> <p>-Discipline reviewed and revised. Faculty went to trainings on restorative practices and CPI.</p>
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<p>changes. Additional professional development and support provided as needed for students with behavioral support requirements. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies with the help of the Director of Culture.</p>	<ul style="list-style-type: none"> -Director of Culture hired. -Implement English Language Learner (ELL) support curriculum. -Increased service-learning opportunities provided to students. -Held trainings for parents on discipline approach. -Implemented PBIS blueprint which clearly identifies expectations, opportunities to practice, and trackable data. -Professional development for staff regarding how to best reach students who are statistically at-risk of behavioral concerns. -Implement universal behavioral reflection forms to ensure students understand how they failed to meet expectations, the impact of their actions on others, and how to improve in the future.
<p>BUDGETED \$25,593</p>	<p>ESTIMATED ACTUAL \$25,593</p>

Expenditures

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.

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.

See notes under “Actual Services” above

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

Regarding Safety: Students and faculty are aware of their roles and the specific routines they are to adhere to in the event of an emergency. Drills are timed to ensure proper protocol and increased efficiency throughout the year. Staff has practiced routines in the absence of students (example: proper use of EpiPens, understanding of bloodborne pathogens, etc.) and have demonstrated readiness. The custodial staff have maintained clean and safe student conditions and the security cameras have allowed the staff the review any necessary incidents. Parents have become aware of all sign-in processes and any

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

documentation or certification required to be on campus.

Regarding Behavior: Students have demonstrated understanding of expectations that are consistent across campus and grade levels. The staff has developed forms to track behavioral issues so they can be revisited and so data trends can be recognized. Behavioral incidents in major areas of focus have decreased over time.

Regarding Parent Feedback: Participation from parents in school events has maintained and increased. 98% of the parents who completed the parent survey are satisfied with the Kavod program regarding educational outcomes and school climate conditions.

Regarding School Facilities: Kavod will continue to utilize Prop 39 in the 2019-20 school year as this site has fulfilled the needs of the school community. Kavod has found a facility that is geographically, aesthetically, and fiscally appropriate for growth and expansion.

LEA was awarded implementation grant which allowed the purchase of furniture for grade level and program expansion of approximately \$40,000 in excess of original budget. School moved to new site at which utilities doubled, increasing expenditures by approximately \$30,000. School purchased additional safety protocol items for approximately \$5,000.

Goal 2

Create an engaging learning community that values and encourages diversity and global awareness, where the importance of student attendance and participation is emphasized, and where parent involvement and input is welcome.

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

At least 5 events that encourage parent attendance at each grade level or by school
80% overall satisfaction rate on school survey from parents
80% overall satisfaction rate on school survey from students
Kavod Parent Committee will hold at least 8 meetings throughout the year
90% attendance rate for students

ACTUAL

Over 10 events were held that encouraged parent attendance at each grade level or by school
99% overall satisfaction rate on school survey from parents
92% overall satisfaction rate on school survey from students stating they feel proud to be at Kavod
Kavod Parent Committee held 8 meetings throughout the year
97% attendance rate for students as per P2

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.

Establish formal committees so parents can take a greater ownership in curricular, extra-curricular and support services for students.

ACTUAL

100% of goal completed

Expenditures

BUDGETED
\$40,565

ESTIMATED ACTUAL
\$48,536

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

2

Actions/Services

PLANNED

Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.

Director of Enrollment and Accountability to serve as oversight of student attendance.

Practice Restorative Practices to limit out of school discipline measures.

Continue to implement practices to involve all stakeholders on truancy matters.

ACTUAL

-100% of goal completed

-For the third year, we've participated in Assemblymember Webber's 79th District Attendance Challenge. As a result, 59% of students received recognition for the first half of the school year with 20% of those receiving perfect attendance.

-Issued letters to parents whose children have demonstrated habitual truancy on a monthly basis. These letters highlighted the communal and academic impact of excessive absences/truancy and encouraged parents to have their students present and punctual.

-Establish monthly attendance recognition as opposed to trimester recognition to incentivize student participation and attendance adherence.

- start each morning with a greeting team and upbeat music to encourage students to arrive on time

Expenditures

BUDGETED
\$18,296

ESTIMATED ACTUAL
\$18,296

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.

Actions/Services

PLANNED

Focus recruitment on building and maintaining a diverse student population.
 Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel.
 Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals. Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.

ACTUAL

-Broadened recruitment efforts to include the additional multicultural fairs
 -Curriculum and teaching tools in progress. This curriculum highlights the importance of cultural diversity/awareness and the appreciation and celebration of difference.
 -Continued implementing a diverse holiday curriculum addressing multiple cultural perspectives.
 -The continued implementation of the Spanish elective has supported the charter’s vision of global awareness.

Expenditures

BUDGETED

\$177,928

ESTIMATED ACTUAL

\$178,210

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.

See notes under “actual” above

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

Regarding Parent Feedback: Kavod received feedback via anonymous surveys from parents. These surveys expressed a high rate of parent satisfaction in academics and school culture alike. Parents had the opportunity to grant praise to individual educators or programs and to suggest new programs/events they feel would be beneficial in future years (some of which have already been approved and will be implemented this school year and in 2019-20). Attendance at optional events (both during and outside of school hours) continues to increase likely due to the various forms of reminders (in-person, flyers, e-mails, “all-call”), and the intentional variation of dates and times to accommodate different schedules. The Parent Committee continues to meet regularly with opportunities to discuss issues and/or express ideas and concerns to administration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Regarding Attendance: Kavod has maintained an attendance rate about 95%. Though Kavod is committed to increasing this rate of attendance to an even greater percentage, the success of the current rate can likely be attributed to early presentations to all parents regarding the importance of consistent attendance/timeliness, daily alerts to any parents whose children were marked absent, and letters home to parents whose children are demonstrating habitual truancy.

Regarding Cultural Diversity and Global Awareness: Students are actively engaged in lessons and presentations regarding cultural diversity. They are able to not only give facts regarding different cultures, but the history, importance, and celebration of different cultures. The need for a positive, respectful “global community” is revisited daily via the school’s pledge. Measures are being implemented to see how to make enrichment opportunities even more meaningful and impactful as stress how we can align them to our mission even further.

Implemented new phone and communication systems to better communicate with parents resulting in an increase in monthly charges.

Though the LCFF rubric highlights a need for Kavod to address suspensions, the school will continue implementing current practices. Kavod puts a strong emphasis on early and positive intervention rather than resorting to traditional consequences. When PBIS or Restorative Practices prove unsuccessful, the school has a series of more “traditional” interventions including team meetings, parent meetings, reflections, or community service that is designed to undo damage. Kavod will continue to research and attend professional development regarding best practices in behavior and culture.

Goal 3

Implement Common Core State Standards based curriculum and a program in which all students are taught Hebrew. Additionally, include exposure to various electives and enrichment opportunities, including Spanish. Ensure students are able to gain academic content knowledge through the development of a collaborative highly qualified team of instructors that works to ensure differentiated instruction. The assigned curriculum materials allow students of all sub groups to access the curriculum and to meet the school expected proficiency requirements. Ensure all students are prepared for the 21st century though digital literacy.

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

- Number of General Education teachers with credentials 100% and all teachers are appropriately assigned
- 100% of applicable courses will align to CCSS
- 100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, PE, Hebrew, General Electives including exposure to visual and performing arts and technology
- 70% of all students and sub groups will meet benchmark expectations as determined by CAASPP, MAP or the adopted curriculum standards for ELA and Math or will increase by one grade level/30% as measured by MAP and curriculum assessments
- For Social Studies, Science and General Electives students will have mastered or been exposed to at least 75% of the standards in grades K-5
- A minimum of 70% of students will meet the Hebrew Proficiency expectations as measured by the Oral Proficiency Interview or the STAMP assessment or increase by one grade level if enrolled at Kavod for a minimum of 3 years – assessed in 4th grade
- 80% of EL students will be at least ‘Moderately Developed’ on ELPAC within 3 years upon entering Kavod
- 70% of EL students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.

ACTUAL

- Number of General Education teachers with credentials 100% and all teachers are appropriately assigned
- 100% of applicable courses will align to CCSS
- 100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, PE, Hebrew, General Electives including exposure to visual and performing arts and technology.
- 100% reclassified within 4 years if entering Kavod in Kindergarten or 1st grade.
- Percentage of students met benchmarks in math or increase by 30% as measured by CAASPP and MAP:
86% all students, 73% Hispanic, 74% SPED, 77% F&R and 77% EL
- Percentage of students met benchmarks for ELA based on reading or increased by 30% as measured by CAASPP and MAP and F&P scores:
93% all students, 73% Hispanic, 77% SPED, 94% F&R, 84% ELL
- 75% of students enrolled at Kavod for 2 years scored proficient in the Hebrew MAP assessment – assessed in 4th grade
- 100% of students were at least “Moderately developed (Level 3)” within 4 years at Kavod

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

Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and

ACTUAL

-Teachers have structured questions (and encourage student responses) to align to the format of the SBAC. This encourages students not simply to provide an answer, but to defend their answer

<p>performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan.</p> <p>Hire appropriate staffing to implement the Hebrew program.</p> <p>Hire an additional Spanish teacher and implement Spanish curriculum and provide translation services.</p> <p>Maintain a P.E. teacher to implement P. E. program.</p> <p>Purchase curriculum as needed to ensure common core alignment and student success and support students.</p> <p>Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education.</p> <p>Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p> <p>Hire an International Baccalaureate Coordinator (IB) to serve as lead in middle school expansion and establish our IB MYP program.</p>	<p>with evidence and/or reasoning. The assessments utilized at Kavod have been found to reliably align to the results of last year's testing. Therefore, these assessments were utilized to differentiate pedagogy and areas of focus to best serve students.</p> <p>- Faculty attend professional development on restorative practices, ELL support, and SPED support.</p> <p>-Kavod hired an Instructional Coach to help support staff members with instructional strategies, curriculum planning and development, student support, and various admin duties to support the team. The Instructional Coach has attended professional development to learn more about student support strategies both academically and emotionally as well as CPI.</p>
<p>BUDGETED \$428,936</p>	<p>ESTIMATED ACTUAL \$445,399</p>

Expenditures

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

2

Actions/Services

<p>PLANNED Establish effective co-teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers. Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.</p>	<p>ACTUAL -Three teaches took advantage of credential reimbursement -Other aspects of planned services all occurred -Teachers had the opportunity to participate in instructional rounds with each teacher having an opportunity to observe at least one different class and to be observed at least once by peers. The teachers reflected as a team after these rounds and determined unique strategies and areas of focus for the school. -Hebrew Team attended the WZO conference in New York where there learned foreign language literacy strategies. -Faculty members had the opportunity to attend charter school conferences in Sacramento. These conferences had a variety of “breakout sessions” from which faculty could choose based on interest and what is applicable to our populace. -Faculty has membership in the CCSA (California Charter School Association) which allows for opportunities to discuss issues and successes with other schools. - Hosted parent information meetings -Staff attended IB Training to implement the IB program in middle school.</p>
<p>BUDGETED \$1,181,946</p>	<p>ESTIMATED ACTUAL \$1,191,490</p>

Expenditures

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

3

Actions/Services

<p>PLANNED Implement frequent student assessments. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and</p>	<p>ACTUAL -100% of planned actions occurred -Teachers in grades 3-5 received training on the proper administration of the CAASPP assessments including the preparation of the testing environment, strategies in pedagogy that align to CAASPP assessments, and utilizing the testing interface. -Teachers issued computer-based practice tests to ensure that students are familiar with the testing interface and have practice with the format</p>
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Expenditures

work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	of CAASPP questions/responses. -All students are given consistent exposure to technology and the use of computers to increase familiarity and ensure they have the ability to type efficiently.
BUDGETED \$29,522	ESTIMATED ACTUAL \$77,192

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.

See notes under "Actual Services" above

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

Regarding Curriculum and Common Core Standards: Teachers have had professional (PD) development regarding the importance of vertical articulation. The goal of this PD was to communicate the importance of building upon concepts and increasing depth/rigor across grade levels. This PD has given teachers the opportunity to plan and develop curriculum accordingly. Success in prior formalized assessments (such as the SBAC) serves as evidence that the curriculum and materials being implemented at Kavod adhere to state learning goals. Despite scoring above average on this formalized assessment, Kavod aspires to continuously improve student performance by finding and implementing pedagogy that engages students and aligns to standards.

Regarding Professional Development: Through instructional rounds, district-facilitated PD, conferences, and weekly school-based PD, teachers are continuously exposed to opportunities to improve upon their craft and

to work cooperatively with their peers. After external school-wide professional development, the staff meets to discuss major “takeaways” and to determine the effectiveness of the PD. If only select faculty members attend a PD, they are asked to present the information they obtained to the staff to ensure that all faculty benefits.

Regarding Assessment: Teachers in grades 3-5 have had personalized PD regarding preparation for state testing. This includes information on preparing the testing environment, methods to prepare students for SBAC questions and the testing interface, school-adopted programs of assessment which will predict student performance, and opportunities to collaborate with colleagues who have experience with the test. Again, previous test scores are a testament to the success of this preparation, but Kavod will remain continuously committed to improving scores and ensuring that all students are prepared.

LEA was awarded implementation grant which allowed the purchase of computers/technology for grade level and program expansion of approximately \$45,000 in excess of original budget.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year

2018–19 2020–21 2021–22

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?

- Parent surveys that help shape the LCAP goals were sent out and collected in Feb 2019
- Faculty reviewed LCAP in November 2018 and January 2019 providing much of the input prior to it being brought for review in public hearings at board meetings. They were provided an additional opportunity for feedback in a survey sent in February 2019.
- The LCAP was then brought to the board during a meeting with open parent participation in **June** 2019.

IMPACT ON LCAP AND ANNUAL UPDATE

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

- Parents have voiced a desire to develop a more prominent Spanish program as they feel this is an applicable language skill for all students. Kavod has altered it's scheduling to allow more exposure to the language from twice to five times a week depending on grade.
- Kavod parents voiced some confusion and concerns when looking at the student dress code and this will therefore be revisited and addressed (with staff and parent feedback considered) for the following school year.
- Kavod collaborated with staff and reflected upon parent feedback regarding student behavior and discipline policies. The staff will continue to implement positive behavior interventions and restorative practices while simultaneously developing consistent, school-wide routines and consequences for moments when early interventions are ineffective.
- Kavod will continue to use ParentSquare, a communication tool that allows communications to instantly be translatable in the parent's desired language.
- Kavod will assess grades, behavioral data, assessment scores, and attendance records to determine the success of foster youth, English learners, and socioeconomically disadvantaged students at Kavod. This information will be used to develop new processes/curriculum and/or to obtain new materials that will best serve these students.

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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	Ensuring a safe, secure program that includes, well trained staff, a program focused on respect, and a safe and secure well-maintained facility.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Through Prop 39, Kavod has moved onto a site that has the necessary blueprint to eventually expand the program TK-8th grade. As this site is one of the older structures, continuous improvements must be made. This means that we have collaborated with district staff to meet their requirements and timelines.

State and federal requirements and an influx of violent attacks on schools have driven the faculty to ensure that all staff and students are prepared for natural disasters and the unlikely event of a campus intruder. The analyzation of emergency plans of other similar schools have allowed for the preparation of any necessary drills, documents, or procedures.

The collection and analyzation of data regarding behavioral issues has driven the staff to develop and implement new behavioral procedures to ensure that the majority of students learn from positive and preventative measures. The minority of students who do not respond to these preventative measures will be subject to consistent and escalating due process procedures with the school-wide goal of avoiding suspension or expulsion whenever possible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
All faculty will be properly fingerprinted and identify no risk for TB	100%	100%	100%	100%

Less than 5% of students will be suspended	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Less than 3% of students will be expelled	0%	0%	0%	0%

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Drills and walk throughs occur and are tracked	Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Drills and walk throughs occur and are tracked and reviewed on a monthly basis.	Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Hire custodial services that will aid in providing school safety.

<p>and reviewed on a monthly basis.</p> <p>Ensure all employees are fingerprinted and not at risk for TB.</p> <p>Installing camera surveillance for 24 monitoring.</p> <p>Working on establishing further parent education on supporting social emotional needs</p> <p>Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment</p> <p>YY funds approved to expand campus to meet school growth needs</p> <p>environment and install lockers for middle school students</p>	<p>Ensure all employees are fingerprinted and not at risk for TB.</p> <p>Modify and/or add facilities to meet Kavod's growth plan to serve TK-8th.</p> <p>Incorporating parent education on supporting social emotional needs</p> <p>Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment</p> <p>Work with District to develop site with YY funds to expand campus to meet growth needs</p>	<p>Drills and walk throughs occur and are tracked and reviewed on a monthly basis.</p> <p>Ensure all employees are fingerprinted and not at risk for TB.</p> <p>Continue to modify and/or add facilities to meet Kavod's growth plan to serve TK-8th.</p> <p>Incorporating parent education on supporting social emotional needs</p> <p>Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment</p> <p>Work with District to develop site with YY funds to expand campus to meet growth needs</p>
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BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$376,456	Amount	\$395,359	Amount	\$448,385
Source	LCFF Base, Supplemental Concentration Grants	Source	LCFF Base, Supplemental Concentration Grants	Source	LCFF Base, Supplemental Concentration Grants
Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900	Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900	Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900

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:

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

2019-20	2020-21	2021-22
<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
Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.	Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.	Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$25,593	Amount	\$25,593	Amount	\$25,593
Source	LCFF Base Funds, Supplemental/Concentration Grants	Source	LCFF Base Funds, Supplemental/Concentration Grants	Source	LCFF Base Funds, Supplemental/Concentration Grants
Budget Reference	1300, 2300, 3000, 5200	Budget Reference	1300, 2300, 3000, 5200	Budget Reference	1300, 2300, 3000, 5200

New

Modified

Unchanged

Goal 2

Create an engaging learning community that values and encourages diversity and global awareness, where the importance of student attendance and participation is emphasized, and where parent involvement and input is welcome.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

-Kavod recognizes the correlation between parental involvement and student success and therefore aspires to build partnerships or “teams” with parents/guardians to best serve students.

-Kavod is a school of choice and therefore wants to continuously validate the ongoing decision for parents to entrust their student’s education to Kavod. Parent satisfaction will contribute to the aforementioned goal of developing partnerships for student success and will additionally contribute to the goal of increasing enrollment through word-of-mouth marketing.

-Kavod recognizes that a strong attendance record not only benefits the school financially but is pivotal in ensuring individual student success.

-Kavod’s mission of creating culturally aware and respectful citizens is partially accomplished through diverse recruitment. Students learn to understand and celebrate difference through positive interactions with students different than themselves.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
At least 5 events that encourage parent attendance at each grade level or by school	At least 5 events are to be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide
80% overall satisfaction rate on school survey from parents	Above 90%	Above 90%	Above 90%	Above 90%
80% overall satisfaction rate on school survey from students	Above 90%	Above 90%	Above 90%	Above 90%

Kavod Parent Committee will hold at least 8 meetings throughout the year	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.
90% attendance rate for students	Above 90%	Above 90%	Above 90%	Above 90%

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<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
Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod

the Kavod Parent Committee to host monthly family events where families can engage together.	host monthly family events where families can engage together.	Parent Committee to host monthly family events where families can engage together.
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BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount \$50,114	Amount \$51,520	Amount \$54,800
Source LCFF Base Funds, Supplemental/Concentration Grants	Source LCFF Base Funds, Supplemental/Concentration Grants	Source LCFF Base Funds, Supplemental/Concentration Grants
Budget Reference 1300, 2300, 2400, 3000, 4300, 5900	Budget Reference 1300, 2300, 2400, 3000, 4300, 5900	Budget Reference 1300, 2300, 2400, 3000, 4300, 5900

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<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
Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time. Director of Enrollment and Accountability to serve as oversight of student attendance.	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time. Director of Enrollment and Accountability to serve as oversight of student attendance.	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time. Director of Enrollment and Accountability to serve as oversight of student attendance.

Practice Restorative Practices to limit out of school discipline measures.	Practice Restorative Practices to limit out of school discipline measures.	Practice Restorative Practices to limit out of school discipline measures.
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BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount: \$18,296	Amount: \$18,296	Amount: \$18,296
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 1300, 2400, 3000, 5200, 5800	Budget Reference: 1300, 2400, 3000, 5200, 5800	Budget Reference: 1300, 2400, 3000, 5200, 5800

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<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
Focus recruitment on building and maintaining a diverse student population. Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.	Focus recruitment on building and maintaining a diverse student population. Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter	Focus recruitment on building and maintaining a diverse student population. Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.

Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.	goals. Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.	Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.
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BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount \$184,251	Amount \$187,088	Amount \$191,762
Source LCFF Base Funds, Supplemental/Concentration Grants, Lottery	Source LCFF Base Funds, Supplemental/Concentration Grants, Lottery	Source LCFF Base Funds, Supplemental/Concentration Grants, Lottery
Budget Reference 2100, 2300, 2400, 3000, 4100, 5800	Budget Reference 2100, 2300, 2400, 3000, 4100, 5800	Budget Reference 2100, 2300, 2400, 3000, 4100, 5800

New
 Modified
 Unchanged

<h2>Goal 3</h2>	<p>Implement Common Core State Standards based curriculum and a program in which all students are taught Hebrew. Additionally, include exposure to various electives and enrichment opportunities. Ensure students are able to gain academic content knowledge through the development of a collaborative highly qualified team of instructors that works to ensure differentiated instruction. The assigned curriculum materials allow students of all sub groups to access the curriculum and to meet the school expected proficiency requirements. Ensure all students are prepared for the 21st century though digital literacy.</p>
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State and/or Local Priorities Addressed by this goal:

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

Identified Need

Highly-qualified teachers are more likely to have an understanding of effective pedagogy and a mastery of subject material. An alignment to Common Core standards will ensure students are properly prepared for state testing and will be prepared for subject material in all subjects and grades after leaving Kavod. Ensuring unduplicated students are successful in their classes and on state tests will serve as a testament to their academic understanding and the elimination of an achievement gap when juxtaposed to their peers. The reclassification of EL students will demonstrate the success of the program's goal to assist them in learning academic material while acquiring English proficiency. If unduplicated students are not meeting any

of these goals, Kavod will revisit and restructure practices or materials to ensure these goals are met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Number of Gen Ed teachers with credentials 100% and all teachers are appropriately assigned	100%	100%	100%	100%
100% of applicable courses will align to CCSS	100%	100%	100%	100%
100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, Hebrew, General Electives	100%	100% (expectation to students enrolled in an NPS)	100% (expectation to students enrolled in an NPS)	100% (expectation to students enrolled in an NPS)
70% of all students and sub groups will meet benchmark expectations as determined by CAASPP, MAP or the adopted curriculum standards for Reading/Writing, Math or will increase by one grade level. For Social Studies, Science and General Electives Students will have mastered or been exposed to at least 75% of the standards in grades K-5 and in grades 6-8 70% will have mastered the	<p>Percentage of students met benchmarks in math or increase by 30% as measured by CAASPP, MAP: 86% all students, 73% Hispanic, 74% SPED, 77% F&R and 77% EL</p> <p>Percentage of students met benchmarks for ELA based on reading or increased by 30% as measured by CAASPP MAP and F&P scores: 93% all students, 73% Hispanic, 77% SPED, 94% F&R, 84% ELL</p> <p>For Social Studies, Science and General Electives Students will have mastered or been exposed to at least 75% of the</p>	Higher than 70% in all areas	Higher than 70% in all areas	Higher than 70% in all areas

standards or shown 30% improvement.	standards in grades K-5 - 6-8 not yet applicable			
A minimum of 70% of students will meet the Hebrew Proficiency expectations as measured by the Oral Proficiency Interview or the STAMP assessment or increase by one grade level if enrolled at Kavod for at least 3 years	75% of students enrolled at Kavod for 2 years scored proficient in the Hebrew MAP assessment	Higher than 70%	Higher than 70%	Higher than 70%
80% of EL students will be at least "Moderately Developed" on ELCAP within 3 years upon entering Kavod	100%	80%	80%	80%
70% of EL students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.	100%	70%	70%	70%

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 type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student

Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Hire appropriate staffing to implement the Hebrew program. Maintain a Spanish teacher as an elective for TK-5 and as a core subject for 6 and implement Spanish curriculum and provide translation services. Maintain a P.E. teacher to implement P. E. program. Purchase curriculum as needed to ensure common core alignment and student success and support students. Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education. Complete professional development associated with an IB program and complete unit creations as needed. Hire an IB coordinator to support the implementation of the IB and middle school</p>	<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6-7 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Maintain appropriate staffing to implement the Hebrew program, Spanish and P.E. electives. common core alignment and student success and support students. Complete professional development associated with an IB program and complete unit creations as needed. Acquire applications and programs as necessary to support digital literacy and student education. Complete professional development associated with an IB program and continually create units as needed. Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p>	<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6-8 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Maintain appropriate staffing to implement the Hebrew program, Spanish and P.E. electives. Purchase curriculum as needed to ensure common core alignment and student success and support students. Develop curriculum maps for 8th grade, that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education. Complete professional development associated with an IB program and create units as needed. Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p>

program.
 Integrate a music program into the school guaranteed for 4-6 and as possible for TK-3
 Support students as necessary with the SELPA and Ed Specialist and classroom aides.

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$637,347	Amount	\$605,734	Amount	\$745,507
Source	LCFF Base, LCFF Supplemental/Concentration, Special Education State & Federal, Lottery	Source	LCFF Base, LCFF Supplemental/Concentration, Special Education State & Federal, Lottery	Source	LCFF Base, LCFF Supplemental/Concentration, Special Education State & Federal, Lottery
Budget Reference	1900, 2100, 3000, 4100, 5800	Budget Reference	1900, 2100, 3000, 4100, 5800	Budget Reference	1900, 2100, 3000, 4100, 5800

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<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
Establish effective co-teaching teams through the hiring process and professional development	Establish effective co-teaching teams through the hiring process and professional development	Establish effective co-teaching teams through the hiring process and professional development

opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers.

Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.

opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers.

Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.

opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers.

Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$1,691,513	Amount	\$1,787,604	Amount	\$2,202,927
Source	LCFF Base, LCFF Supplemental, Lottery	Source	LCFF Base, LCFF Supplemental, Lottery	Source	LCFF Base, LCFF Supplemental, Lottery
Budget Reference	1100, 1300, 2100, 3000, 4200, 4300, 5200, 5300, 5600	Budget Reference	1100, 1300, 2100, 3000, 4200, 4300, 5200, 5300, 5600	Budget Reference	1100, 1300, 2100, 3000, 4200, 4300, 5200, 5300, 5600

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 type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<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
Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount: \$46,163 Source: LCFF Base Budget Reference: 4400, 5800	Amount: \$42,182 Source: LCFF Base Budget Reference: 4400, 5800	Amount: \$52,202 Source: LCFF Base Budget Reference: 4400, 5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2019–20 2020–21 2021–22

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 211,974	<u>Percentage to Increase or Improve Services:</u>	8.34 %
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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](#)).

Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

Goal 1 ensure the Director of School Culture has correct training and credentialing to support all unduplicated students.

Goal 2 implements strategies for restorative practices implementation that supports unduplicated student populations and reduces suspensions and expulsions. Faculty are trained in restorative practices and universal design learning that support at-risk learners.

Goal 3 Faculty are being provided specific professional development pertaining to supporting English Language Learners that will help qualitatively support our EL population. Differentiation is provided through additional instructors in Reading and Math in all Grade levels to benefit English Learners, Foster Youth, and Low Income students. Targeted intervention and support is provided for at-risk learners including unduplicated students. Kavod's curricular opportunities and home review as implemented through the designed curriculum supports at-risk populations. Bilingual staff including an additional Spanish teacher, and translation of materials and in communication with the school, will engage our English Learner parents and families. Parent Square integrated for communication to be translated in family's native language.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

- A. A 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?