LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Oxford Day Academy	Mallory Dwinal CEO/Founder	(650) 260-3152 mdwinal@oxforddayacademy.org

2017-20 Plan Summary

The Story

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

Oxford Day Academy (ODA) is a new charter high school in Sequoia Union High School District (SUHSD) that opened in the Fall of 2017. ODA started with only 9th grade students in 2017-18 and added grade 10 in 2018-19. We will continue to add a grade each year, until the school serves grades 9 through 12 in 2020-21. The class of 2021 will be our first graduating class.

The school is open to all high school students living within SUHSD—including those from Atherton, Belmont, East Palo Alto, Ladera, San Carlos, Menlo Park, Portola Valley, Redwood City, and Woodside—but for ease of transportation, we target primarily students located in the northeastern portion of the district. Currently, we have 98 students: 85% are Latinx, 9% are African-American, 82% qualify for free and reduced lunch, 10% are Special Education, and 32% are English Language Learners. In keeping with Education Code section 47601(b) and 47605(h), as well as San Mateo County Board of Education Board Regulation – BR 6590, we have designed our academic model to provide comprehensive learning experiences for academically low-achieving students; to this end, we have taken special consideration of the histories of the following local communities:

• **East Palo Alto**: The Peery Foundation estimates that there are roughly 9,000 K-12 aged children living in this area (and, therefore, roughly 3,000 high school-aged students). The community is defined by vibrant diversity, and a large proportion of non-native English speakers. According to the 2010 Census, only 21% of residents speak English as their first language, and 65% of people speak Spanish as their native tongue. We plan to focus our outreach efforts primarily to this community.

• **Redwood City**: ODA sees itself as an East Palo Alto community school, but it is also flexible and accommodating to population fluxes of SUHSD. Given the achievement gap in the local school district, we believe that a considerable segment of Redwood City may be interested in attending ODA.

The K-8 partner school districts in these areas reflect the diverse economic and social demographics that characterize each community. For example, in the Menlo Park Elementary School District, less

than 6% of students qualify as socio- economically disadvantaged, and equally few require English Learner (EL) services. By contrast, over 90% of Ravenswood Elementary (the school in East Palo Alto) students qualify as socio-economically disadvantaged, and half are in need of EL supports. Falling somewhere in between these two extremes, approximately 60% of Redwood City students hold a socio-economically disadvantaged status, and nearly 1 in 3 need EL interventions.

Given the well-documented link between poverty, English language status, and academic performance, it is unsurprising that students from these districts have also experienced vastly different academic outcomes. 85% of 8th grade students from Menlo Park met or exceeded English Language Arts standards on the 2014-15 SBAC exam, and 80% met or exceeded Math standards; by comparison, only 19% of 8th grade Ravenswood students met or exceeded English Language Arts standards and only 9% met or exceeded Math standards. Redwood City fell between these two extremes, with 44% and 29% of students meeting or exceeding English Language Arts and Math standards, respectively. The East Palo Alto community faces acute need for alternative educational models, as much of its population historically has been locked out of traditional opportunities for college and career.

How the LEA plans to serve this student body:

Our approach will fill the community need for a school that combines I) rigorous college-preparatory academics, II) 21st century skill development, and III) whole-child growth.

I. College Preparatory Academics. We want college to be a real option for all students regardless of their previous academic experiences; in the case that a young person chooses not to seek a four-year degree, they must have a clear pathway to achieving the qualifications for a high-skilled profession. It has become increasingly difficult for Silicon Valley inhabitants to access local resources and to afford to live in the area without a college degree or some other profession- specific skill training.

II. Need for 21st Century Skill Development. The social and economic diversity within SUHSD boundaries represent an exciting opportunity for students' 21st century skill development. A new model of instruction—one empowering students of different cultures, heritages, and academic identities to learn from and alongside one another in the same workspace—will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

III. Need for Holistic Youth Development. Socio-emotional and multicultural awareness development marks the third area of need for SUHSD students, especially given the considerable academic, social, and familial pressures teenagers face today. Stress management and mental support services will be equally necessary for students who have experienced some form of physical and/or psychological trauma, including the psychological hardships associated with immigrating to a foreign country, communicating in a non-native language, and/or living in poverty. Beyond stress management, students must develop socio-emotional competencies as well as an understanding of the many cultures surrounding them to live healthy, happy, and fulfilled lives. We believe these skills are so closely linked with other types of student success that they must be woven throughout a student's daily experience.

We will meet our goals and support all students through the following academic and social-emotional strategies:

- *UC A-G coursework:* all students are enrolled in a rigorous course of study that meets or exceeds the UC A-G requirements.

- *Interdisciplinary Learning Studios:* students collaborate in multi-grade, interdisciplinary learning studios for four hours each day; the remainder of their days are spent out in the world bringing those ideas to life through field research, internships, and service project implementation. These will be implemented in SY 2019-20.

- *Design Thinking Service Projects*: Each semester, students work on a local issue they care about (e.g., litter or affordable housing). Over the course of the term, they move through the four phases of the design thinking process: feel, imagine, do, share. These projects prepare students for a 21st century, global economy, as well as make learning meaningful and relevant.

- *Tutorials with Academic Teachers:* similar to the proven methods used at Oxford and Cambridge Universities, tutorials are miniature oral defenses of student work; ODA will adapt this methodology to help students connect academic content with their service work. These will be implemented in SY 2019-20.

- *Social Emotional Learning Coaches:* students to develop a deep, meaningful relationship with an adult mentor who supervises their learning studio. SELCs help students to set goals, monitor their progress towards those goals, and reflect on their non-cognitive skill development. SELCS work closely with families, academic teachers and other student stakeholders (sports coaches, church leaders, etc.) to identify and address the entire spectrum of student needs. We have begun an initial rollout of coaches and will continue to add coaches in years 2 and 3.

- *Culturally Responsive Pedagogy:* the school will embrace students' culture, heritage and identity through service-learning projects, and culturally relevant curriculum and teaching.

- *Multi-age settings:* unlike traditional schools, students are placed in multi-age settings based on interest and/or skill level. This will be implemented in SY 2019-20, when the school has grades 9-11.

- *Harkness Tables and Socratic Seminars:* these allow students to practice the key literacy skill of academic discourse and deep text analysis, as well as leadership skills.

- *Differentiated Instruction:* during studio time, tutorials and class time, students will receive differentiated instruction from teachers in order to meet their individual academic and social-emotional needs

- *Personalized Learning:* during studio time, students work on class discussion topics as well as adaptive online learning. They work through these at their own pace.

- *Small Group Instruction:* during studio time, tutorials, and class time, students will be placed into small group with the teacher based on academic skills or interest, for teachers to teach or re-teach content and skills.

- *Electives:* students will be able to take elective courses on and off campus, which meet their college and career goals. Students are currently taking classes at Canada College.

- *Competency Based Instruction:* coursework and assessments are aligned to key competencies based on AP, CCSS, and ACT standards. Students will not be allowed to progress until they have mastered the competencies.

- *Data Driven Instruction:* teachers will design lessons based on data from assessments in order to focus on the skills and content that students need to master or have not yet mastered.

- *Response to Intervention:* we will have a tiered service model for struggling students that includes academic, behavioral, and social-emotional support.

- *Explicit supports for EL students:* we will use SIOP and Sheltered instruction methods, provide reading support, pre-teach vocabulary, and use other specific methods to support ELs.

- *Professional Workplace Management:* Students use email, Asana, and office calendar tools to coordinate their work with teachers, community partners, and one another. This allows them the flexibility they need to be creative and autonomous; it also equips them for future work in collegiate and professional settings.

- *Professional Development and High-Quality Teachers:* we plan to hire credentialed teachers who have experience teaching special education, EL, low income, and other struggling students. We will also provide at least three weeks of PD per year.

- *Intersessions:* every 4 weeks for students to catch-up on course work or to have remediation. Will be implemented in SY 2020-21.

- *Office Hours:* similar to college, students will have time to work with teachers, ask questions, and get extra help before and after school.

- *Early Intervention Plans:* struggling students will be identified early, and we will create plans to support them

- *After School Tutoring:* twice a week student can receive tutoring from a teacher or a peer

- *Summer School:* students needing remediation or credit recovery can attend

Please note that the above support structures, or Tier 1 and Tier 2 services, are given to ALL students, not just identified students.   Additionally, due to our high population of ELs and low-income students, most of our supports are increased or improved services for our high needs students.

LCAP Highlights

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

We are excited about enrichment opportunities to promote global learning and our partnerships with the community to increase parent and student engagement. We are also proud of the work we have done to strengthen school culture through our school culture plan and social emotional education.

Review of Performance

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

Greatest Progress

Since ODA only served 9th graders in 2017-18, its first year of operation, with a total enrollment of fewer than 50, it does not have any state indicators on the Dashboard. However, here are our highlights based on local data:

Initial NWEA MAP scores show strong Fall to Winter growth. Our students are exceeded the expected growth targets, scoring in the 55th – 66th percentile for growth in Math (10th and 9th grades, respectively) and the 56th – 71st percentile for growth in Reading (9th and 10th grades, respectively). Of the students pre- and post-tested, over 60% are meeting their growth targets. We are still awaiting the Spring results, but we are confident our students are on target to exceed their growth targets for the year.

We implemented a four-tier RTI system this year to support all students. We have seen strong initial results following the implementation of this tailored system. All students are assigned digital playlists through IXL for English and math that are tailored to their individual goals and needs. Students in need of extra support achieving their playlist goals receive 3 hours of dedicated RTI time each week.

Our students are showing growth in social emotional learning and independence in learning, with 90% of students scoring high on measures of self-awareness, growth mindset, self-efficacy and social awareness/social competence on the MESH school culture survey.

School culture continues to be strong, as evidenced by our 0% suspension rate, 0% expulsion rate, and average daily attendance of 96%.

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

We continue to develop our Response to Intervention (RIT) program and are working towards integrating it into our cycle of data-driven instruction.

Next year, we plan to make our RTI program even stronger by creating clear linkages between tiers and by better developing student profiles that allow us to create consistent (though still tailored) learning plans for different types of learners.

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

No performance gaps are visible yet.

Comprehensive Support and Improvement

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

Schools Identified

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

ODA not identified for CSI

Support for Identified Schools

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

ODA not identified for CSI

Monitoring and Evaluating Effectiveness

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

ODA not identified for CSI

Annual Update

LCAP Year Reviewed: 2018–19

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

Students will become proficient readers and writers of the English language, mathematical skills and content, science concepts and scientific thinking and social science practice and content. ⌷SEP⌷ ODA graduates will be college ready and will graduate from college (includes 21st century skills and SEL skills).

State and/or Local Priorities addressed by this goal:

State Priorities: 2 – State Standards, 4 – Pupil Achievement, 7 – Course Access, 8 – Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
55% of students will show growth on the NWEA MAP Assessment from baseline to the end of the year.	Spring data not available until June 7 Fall to Winter Scores: • Math: 69% met growth target • Reading: 64% met growth target • Language Usage: 60% met growth target
75% or more of all students will earn a passing grade of C or above in their math, ELA, history and science, world language, PE and health, and art courses.	EOY course data not available until June 20
90% of students will complete the full requirements of the design thinking social justice projects portfolio	All students on track to complete by Senior year

Expected	Actual
100% of Special Education students will meet 75% of their IEP goals	80% of students met more than 80% of IEP goals
100% of students are enrolled in A-G Coursework	All students on track to complete by Senior year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic 21st Century Instructional Program that includes: • All students take regular benchmark assessments aligned to standards in all subject areas. • Differentiated and personalized instruction during studio time and class time—adaptive blended learning, small group instruction, etc. • Service learning with Design Thinking • Personalized Learning • Competency Based Instruction • Harkness tables and Socratic Seminars • Professional Workplace Management • Social-Emotional Learning Coaches for each student: who stays with them all 4 years and that forms a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals.	All elements of the Basic 21st Century Instruction Program were implemented as planned.	$13,000 LCFF / general purpose entitlement (5878 Student Assessment)	$2,387 LCFF Base (4100 Approved Textbooks & Core Curricula Materials) $15,361 LCFF Base (4320 Educational Software) $2,342 LCFF Base (4325 Instructional Materials & Supplies) $66,352 LCFF Base (4420 Computers) $1,288

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum			LCFF Base (5878 Student Assessment)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers create curriculum maps for each course which are revisited yearly, aligned to the EAP, ELD standards, AP, ACT, CCSS, NGSS and other standards, which also include strategies and supports for low income, special education students, ELs, and other struggling students.	Teachers created and revisited curriculum maps for each course, ensuring alignment to key standards. They will continue to build these as we expand our course offerings	$100,000 LCFF Base (1100 Certificated Staff, 1148 Certificated Staff)	$100,000 LCFF Base (1100 Certificated Staff, 1148 Certificated Staff)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive extensive professional development, specifically on: • implementing CCSS and NGSS • analyzing results of and creating action plans for benchmark assessments supporting struggling students, low income students, foster youth, special education students, and ELs each year.	Teachers received professional development in: • Social Emotional Learning • Psychological Services • Response to Intervention • Adolescent Counseling Services • NWEA MAP data analysis • EL support • Critical Thinking Program Solving	$98,000 LCFF, PCSGP (1100 Certificated Staff, 5863 Professional Development)	$62,793 LCFF, PCSGP (1100 Certificated Staff) $35,207 LCFF (5863 Professional Development)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Developing Inquiry Based Questions		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extensive student support structures, including: -summer school -weekly office hours -bi-weekly tutoring -academic tutorials once weekly in each subject -enrichment and remediation class	The following student support structures were offered this year: - Summer Growth Institute for new students. Returning students help run the program - Teacher open-door policy for supports: As part of our school culture, teachers are available to students before and after school, during lunch, and during independent learning time (ILT) to provide support - CRAM: Mandatory bi-weekly peer tutoring program developed by students in response to low homework completion rates; it's available for any students who failed to submit recent assignments - Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer - Remediation classes in core subject areas for students who failed subjects in previous years; capped at 10 students - Enrichment classes for students who are not sufficiently challenged in core classes. Students delve deeper into academic	$166,651 LCFF / general purpose entitlement (1100 Certificated Staff, 1148 Certificated Staff, 5829 Enrichment Program)	$154,013 LCFF Base (1100 / 1148 Certificated Staff) $12,638 LCFF Base (5829 Field Work Program)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	content through a pure tutorial setting; capped at 5 students		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Rigorous graduation requirements (beyond UC A-G). All students are enrolled in courses that will enable them to meet A-G requirements by the time they graduate. Elective courses off-campus.	All students were enrolled in courses that will enable them to meet A-G requirements by graduation. This includes classes off-campus at Cañada College.	$21,000 LCFF / general purpose entitlement (1100 Certificated Staff, 2101 Classified Staff)	$21,000 LCFF Base (1100 Certificated Staff, 2101 Classified Staff) $5,079 LCFF Base (5893 Transportation to Cañada College)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Response to Intervention Program as well as Student Support Team to identify and support struggling students.	We implemented a 4-tier RTI system that serves all students. All students were assigned digital playlists and students in need of extra support attended 3 hours of dedicated RTI time each week. Student Support Teams were also implemented to support all students who needed them.	$60,500 LCFF / general purpose entitlement (1100 Certificated Staff, 5829 Enrichment Program)	$60,500 LCFF Base (1100 Certificated Staff)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement comprehensive special education program to meet the needs of students with IEPs, including push-in and pull out services.	All special education programs were implemented as planned.	$160,800 LCFF / general purpose entitlement Special Education entitlement (1100 Certificated Staff, 5100 Subagreements for Services, 5800 Student Services)	$84,252 LCFF Base & Special Education entitlement (1148 Teacher – Special Ed) $6,850 LCFF Base & Special Education entitlement (5869 Special Education Contract Instructors)

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.

We implemented a four-tier RTI system to help us achieve this goal. In addition to the individualized digital playlists for each student, students in need of extra support receive dedicated RTI time each week. We also successfully implemented numerous student supports such as the Summer Growth Institute, CRAM – our peer tutoring program to increase homework completion, remediation and enrichment courses. Our teachers are available to students before and after school and during lunch and independent learning time to support students as well.

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

Students are exceeded the expected annual growth in NWEA MAP and feeling more confident in their independent learning skills. Of the students pre- and post-tested in NWEA MAP this year, 69% met their growth target in math, 64% in reading and 60% in language

usage. On average, they are exceeding the expected growth from fall to spring and scoring between the 55th and 71st percentile, on average, for growth in math and reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Goal 2

English Language Learners will become proficient readers, writers and speakers of the English Language, including academic English.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 – State Standards, 4 – Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
65% of ELs are re-classified yearly.	Current year data not yet available.

Expected	Actual
	0% reclassification rate in prior year
90% of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC	Current year data not yet available.
85% of teachers meet their PD plan goals as related to ELs	75% (3 of 4 teachers met their PD plan goals)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic Instructional Program includes personalized and differentiated learning, with regular benchmark assessments aligned to the ELD standards. Added ELD Course.	All aspects of the basic instructional program for English learners were implemented.	N/A – Included in Goal 1 LCFF Base (1100 Certificated Staff, 1148 Certificated Staff)	N/A – Included in Goal 1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will design curriculum maps for each course and will be revisited yearly, aligned to the EAP, ELD standards, AP, ACT, CCSS and other standards, and also include strategies and supports for ELs and other struggling students.	Teachers created and revisited curriculum maps for each course, ensuring alignment to ELD standards.	$46,099 LCFF / concentration & supplemental (1100 Certificated Staff, 1148 Certificated Staff, 1300 Administrative Staff)	$46,099 LCFF / concentration & supplemental (1100 Certificated Staff, 1148 Certificated Staff, 1300 Administrative Staff)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive extensive professional development, specifically on: • ELD Strategies and Instruction • Supporting Academic English • Implementing CCSS, NGSS with ELs • Cultural competency/culturally responsive teaching	Teachers received professional development in: • Social Emotional Learning • Psychological Services • Response to Intervention • Adolescent Counseling Services • NWEA MAP data analysis • EL support • Critical Thinking Program Solving • Developing Inquiry Based Questions	$70,700 LCFF / Concentration & Supplemental (1100 Certificated Staff, 5863 Professional Development)	$70,700 LCFF / Concentration & Supplemental (1100 Certificated Staff) Represented in 1-C (5863 Professional Development)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extensive student support structures: -small group instruction -summer school -weekly office hours -bi-weekly tutoring -academic tutorials once weekly in each subject -enrichment and remediation class	The following student supports were offered this year: - Summer Growth Institute for new students. - Teacher open-door policy for supports - CRAM: Mandatory bi-weekly peer tutoring program - Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer - Remediation classes in core subject areas	$160,000 LCFF / Concentration & Supplemental (1100 Certificated Staff, 1148 Certificated Staff, 5829 Enrichment Program)	$160,000 LCFF S+C (1100 / 1148 Certificated Staff) Represented in 1-D (5829 Field Work Program)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- Enrichment classes for students who are not sufficiently challenged in core classes		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explicit EL strategies in all classrooms including: • SIOP • Sheltered instruction • Pre-teaching vocabulary • Specifically teaching Academic English • Reading support groups • Increasing production • Small group support	Explicit EL strategies implemented in all classrooms with English learners.	$68,000 LCFF / general purpose entitlement (1100 Certificated Staff, 1148 Certificated Staff, 5829 Enrichment Program)	$68,000 LCFF S+C (1100 / 1148 Certificated Staff) Represented in 1-D (5829 Field Work Program)

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.

Our student supports allow us to target the needs of English learners on an individual basis. Teacher professional development in ELD techniques has also helped our teachers better support the needs of our English learners.

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

All students report feeling engaged, challenged and supported on the MESH student survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Goal 3

Parents and students will demonstrate high satisfaction with the school and will be engaged in decision-making processes

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parental Involvement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
75% of parents will complete the annual survey.	Parent survey results not available until June 19.
80% of parents will rate the school as satisfactory or highly satisfactory.	Parent survey results not available until June 19.
At least 90% of parents will complete at least 5 hours of volunteering each year.	Not measured in 2018-19. Alternate metric will be implemented in 2019-20

Expected	Actual
100% of parents will attend annual meetings with the Social-Emotional Learning Coaches	87% of parents attended SEL meetings (presented 3x this year)
6% of parents will be members of the Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB)	Met: STCP has tiered level of involvement equivalent to 6%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive family engagement program including community building and creation of Parent Youth Community Advisory Board (PYCAB), family involvement in Personalized Learning Plans for students with the SELC coaches, and designated times for parents to give feedback to school leadership.	Our advisory board has been actively involved in soliciting feedback from students, parents and teachers and sharing their knowledge with the Board. It was renamed the Student Teacher Parent Community (STPC) this year.\n\nWe've had to manage expectations with SELC coaches. Parents are able to meet with tier SELC coaches similar to meeting with other school staff, but they have to follow school protocol.	$40,000 Private unrestricted grant\n\n2200 Classified Support,\n4300 Books and Supplies,\n5800 Student Services	$5,018 (4330 Office Supplies)\n\nRemainder represented in Goals 1 & 2

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents.	Administered the MESH survey to teachers and students.	$0 N/A N/A	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain family liaison to: -plan and facilitate extensive community building with parents and families. -respond to the needs of the families, including parent education classes -create and maintain a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours. -create of Oxford Day Academy Parent, Youth, and Community Advisory Board (PYCAB).	Our Family Liaison, Michelle Channel, worked to expand our relationship with the community by working with the STPC, EPA ACE, and parent volunteers to meet the needs of our families.	$30,000 LCFF & Private Unrestricted grants (2200 Classified Support)	$52,308 LCFF & private unrestricted grants (2200 Classified Support)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain partnerships with EPA ACE in order to provide parenting courses, ELD, GED preparation, job skills, financial literacy, and mental and physical health services, as well as college counseling and cultural celebrations.	We continued our partnership with EPA ACE to provide courses, services, and celebrations to parents and students.	$155,000 Private unrestricted grant 2200 Classified Support 4300 Books and Supplies 5800 Student Services	Represented in Goals 1 & 2

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.

Our advisory board (STPC) has been actively involved in seeking feedback from students, parents and teachers throughout the year, at monthly parent meetings, and weekly student and teacher meetings. Our Family Liaison has continued to expand opportunities for parents to volunteer and be involved at the school, and our partnership with EPA ACE has been effective in engaging the community.

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

All spots on our STPC are filled and attendance at parent and student meetings has been strong throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 3, 4 and 5 into a single goal (19-20 Goal 2) next year that combines all services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Goal 4

The school will have a positive, supportive, and inclusive school culture.

ODA will be fully enrolled; students will attend school regularly and on time.

Students will be thoughtful, engaged citizens of a 21st century world, consistently demonstrate strong SEL skills and core values.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 – Pupil Engagement, 6 – School Climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Less than 5% suspensions per year.	Met: 0% (18-19 estimate)
Less than 1% expulsions per year.	Met: 0% (18-19 estimate)
95% Average Daily Attendance.	Met: 96%
Less than 3% per day (average) tardy.	Not Met: 7%
Less than 10% transfer rate	Met: 5%
Less than 5% dropout rate (cohort)	Met: 0%
Less than 2% annual Chronic Absentee Rate.	Met: 1% (18-19 estimate)
75% of all students will reach goals on the SEL rubric.	Adapted measure for 18-19: 3.73 aggregate score (out of 5) on Growth Mindset on MESH survey 3.10 aggregate score (out of 5) on Social Awareness/Social Competence on MESH survey
70% of students rated proficient or above on SEL rubric.	Met: (see above measures on MESH survey)
80% of students say other students consistently demonstrate core values on annual community survey.	Results not available yet
90% of students are satisfied with ODA on community survey.	Met: School safety rated 4 out of 5.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement comprehensive school culture plan, which includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation.	We implemented the following aspects of the school culture plan: - SELCS: We have SELCS and a dedicated SEL coordinator who teaches a SEL support class - Personalized student schedules comprised of independent electives, field experience, classes at Cañada College or an online program - Restorative justice model where students reflect on their behaviors at weekly Harambee meetings and in school meetings with their families to determine the appropriate restorative actions - Community building aligned to the school values: we implemented processes to combat inconsistences across staff members	$60,000 Title I & Private unrestricted grants 2101 Classified staff - $20,000 2200 Classified support – $30,000	$60,000 Title I & Private unrestricted grants (2101 Classified staff, 2200 Classified support)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete an analysis and action plan of the annual community survey, to be completed by staff, students and parents.	Administered the MESH survey to teachers and students.	$0 N/A N/A	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue comprehensive student recruitment plan, which engages all members of the school and local community. Create partnerships within the community for social, health, and educational services for students and families.	We have chosen to recruit entirely through grassroots outreach – family referrals and having students and staff present at local middle schools. We found a grassroots campaign is the most successful and cost-effective method to recruit.

Partnered with EPA ACE to provide services to the community, parents and students. | $25,000
LCFF / general purpose entitlement

2200 Classified Support
5800 Student Services | $25,00
LCFF Base
(2200 Classified Support) |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Track attendance and tardy data. Identify students early who are in need of attendance interventions and create action plans with families.	Our office staff diligently monitors attendance and tardies daily and contacts the families of any students who is absent. They also notify parents of repeated patterns of tardiness and/or absences and warn them of the consequences for reaching a truancy threshold.	$85,000
LCFF / general purpose entitlement, PCSGP

2400 Clerical Staff
5800 Student Services | $105,053
LCFF Base, PCSGP
(2400 Clerical Staff) |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extensive support structures, including early intervention plans.	We provided extensive support structures this year including:	$85,000	$85,000
LCFF Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- Summer induction program for new students. - Teacher open-door policy for supports - Mandatory bi-weekly peer tutoring program - Oxford University partnership to provide remote training during the school year and on-site training in the UK in the summer - Remediation classes in core subject areas	LCFF / general purpose entitlement 1100 Certificated Staff 1148 Certificated Staff 5829 Enrichment Program	(1100, 1148 Certificated Staff)

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.

Our social emotional learning coaches (SELCs) are building relationships with students and parents. The parents are still learning the process to communicate with SELCs and we will continue to strengthen that process. We implemented a dedicated SEL coordinator who teaches an SEL support class. Personalized student schedules have helped to engage our students and make them feel they are in charge of their learning. Weekly Harambee meetings as part of our restorative justice model have been going smoothly.

We've focused on grassroots student recruiting, allowing our families and students to express what they appreciate about ODA to others. We're still working on processes to combat inconsistencies across staff members in community building aligned to school values. Our office staff continues to monitor tardies and absences and follow up with families to ensure consistent attendance.

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

Our restorative justice model helps to keep our incident rate low and the office staff efforts have resulted in a high attendance rate. Students report positive results on perseverance, self-awareness and a sense of belonging on the MESH student culture survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 3, 4 and 5 into a single goal (19-20 Goal 2) next year that combines all services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Goal 5

Students will have access to the most up-to-date standards-aligned instructional materials that will prepare students for college and career.

School facilities are maintained and in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 - Basic

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
90% of community members agree that the school is clean and orderly on community survey.	Adapted measures for 2018-19: 4.14 aggregate score (out of 5) on School Safety on MESH survey

Expected	Actual
	3.01 aggregate score (out of 5) on Sense of Belonging on MESH survey
School leaders rate the school condition as "adequate" on monthly walkthroughs.	Met
80% of teachers rate curriculum materials as adequate, aligned to school goals and state/national standards and up –to-date on the annual survey.	Met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Faculty does yearly assessment of materials in department teams during PD time. If necessary, faculty orders new and updated materials.	ODA is still small, so 2019-20 will be the first year where the departments have more than one person. The staff did review the efficacy of their materials and make changes as appropriate.	$21,000 LCFF / General purpose funds 1100 Certificated Staff 1300 Administrative Staff 2100 Classified Staff 2200 Classified Support 2400 Clerical Staff	$21,000 LCFF Base (1100 Certificated Staff, 1300 Administrative Staff, 2100 Classified Staff, 2200 Classified Support, 2400 Clerical Staff)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete an analysis and action plan of the annual community survey, to be completed by	Administered the MESH survey to teachers and students.	$0 N/A	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
staff, students and parents, specifically regarding materials and the facility.		N/A	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create monthly facilities walk-through tools and implement monthly walk-throughs. Ensure facility is clean and safe.	Since we share space with Bayshore Christian Ministries, their dedicated facilities director conducted these walkthroughs on the behalf of ODA each month. Additionally, we had an annual external inspection from our authorizer and were found to be up to standard on all areas for evaluation.	$4,500 LCFF/ general purpose funding 1100 Certificated Staff 5615 Building Repairs & Maintenance	$5,947 LCFF Base (5615 Repairs and Maintenance – Building)

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.

Our teachers do an annual review of materials and make changes as appropriate. This process will likely become more formal as the school and our departments grow. Bayshore Christian Ministries makes sure the facilities are in good repair.

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

All materials and facilities meet the necessary standards for learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. The actions and services related to school facilities will be merged with Goals 3 and 4 to create a new goal (19-20 Goal 2) that includes services related to school culture and community engagement. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Goal 6

ODA will hire and retain a highly qualified faculty and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 - Basic, 4 – Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
80% satisfaction rating on annual community (teacher) survey results	Assessment tool pending development
80% of staff reach personalized professional development goals.	Met
Number of high-quality applicants per yearly staff job opening is greater than 5.	Met

Expected	Actual
Less than 10% of staff leaving ODA after two or fewer years that are a cultural, philosophical and skills fit.	Met
80% of staff agree leadership meetings are productive on community survey	Assessment tool pending development
100% of core teachers are highly qualified as measured by ESSA Act and an audit of teacher assignments.	Met: 100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Ensure all teachers meet ESSE legislation.	We implemented a rigorous hiring process that included paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.	$27,000 LCFF / General purpose funds 1300 Administrative Staff 5875 Staff Recruiting	$758 LCFF Base (5875 Staff Recruiting) $26,242 LCFF Base 1300 Administrative Staff

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extensive Professional Development for staff , including: • Community building • Classroom management • Personalized Educator Plans (goals),	Teachers received professional development in: • Social Emotional Learning • Psychological Services	$110,000 LCFF & PCSGP 1100 Certificated Staff	[Add estimated actual expenditures here]

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and therefore targeted and personalized PD • Working with struggling/at risk students: Special Education, ELs, low income students, foster youth • Social-Emotional Learning • Culturally Competent Teaching • Data driven instruction and benchmark assessments Collaborative teams, such as grade level teams, department teams, or other Professional Learning Communities	• Response to Intervention • Adolescent Counseling Services • NWEA MAP data analysis • EL support • Critical Thinking Program Solving • Developing Inquiry Based Questions	5863 Professional Development	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Faculty participates in shared decision-making process	The Student Teacher Parent Community (STPC) has been actively involved in soliciting feedback from teachers to ensure their voice is included in the decision-making process. Staff also have the opportunity to provide feedback at weekly staff meetings.	$0 N/A N/A	$0

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.

We provided profession development to our staff to cover all aspects of student learning: data-driven instruction, social emotional needs, counseling and psychological support, supports for English learners, and critical thinking. Our hiring process is thorough to make sure we meet all ESSA requirements, and it's important to us that teachers have opportunities to provide feedback in decision-making through the STPC.

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

Our teachers completed multiple types of professional development throughout the year and 100% of core teachers were highly qualified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our Estimated Actual Expenditures were in line with our Budgeted Expenditures for 2018-19, but given the difficulty in separating out our certificated and classified staff expenditures across multiple goals and actions/services, we've adjusted our approach to financial tracking for the 2019-20 LCAP.

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.

We plan to combine Goals 1, 2, 5, and 6 into a single goal (19-20 Goal 1) next year that encompasses all student academic goals. This will simplify the process of communicating our goals with our stakeholders and allow us to combine similar actions/services that spanned multiple goals.

Stakeholder Engagement

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?

Weekly staff meetings: Every Wednesday afternoon

Weekly student meetings: Every Wednesday morning

Monthly parent meetings: Parent meetings are all held on Saturdays to better suit the schedules of working parents.

8/25/2018 – Introductions to student programs and supports

9/12/2018 – Back to school night presentations in Math, Science, English, History, SEL, College Counseling and electives

10/13/2018 – MAP assessment data review, forming on STPC, and LCAP review

11/17/2018 – Review of enrichment programs, schoolwide goals, performance data review, and parent volunteer opportunities

12/15/2018 – Update on enrichment programs, STPC plans

1/19/2019 – Discussion of student and teacher recruitment plans, course progress, STPC plans, and attendance/tardies

2/9/2019 – Summer and foreign exchange programs, recovery classes, MAP progress, and STPC plans (conducted in Spanish)

3/9/2019 – Review of summer programs, MAP progress

4/13/2019 – STPC updates and partnership with Boys and Girls Club of East Palo Alto Summer Program

5/11/2019 – Community Response to Academic Management, enrichment opportunities, school culture policies

Monthly public board meetings:

9/10/2018 – Discussion of Baseline Student Data, the Oxford Partnership, and reflected on the first 30 days of school

10/1/2018 – Discussion of enrollment and attendance data and the Dashboard local indicators

11/5/2018 – Evaluation of the State of the State and fiscal management

12/3/2018 – Update on student academic progress and student interventions, including update from students on learning

1/7/2019 – Reviewed School Accountability Report Card and LCAP Goal #2

2/4/2019 – Discussion of field experience, SEL classes, staffing support and student culture of self-directed learning

3/11/2019 – Review of Data Practice and Culture goals

4/1/2019 – Overview of enrichment trips to China and Oxford planned

5/6/2019 – Review of mission and data story and student independence levels

Bi-annual one-on-one meetings with board members in August 2018 and February 2019: We provide updates on progress towards benchmarks listed in the LCAP and receive feedback on progress towards the goals.

Impact on LCAP and Annual Update

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

These consultations provided feedback on our existing programs and services, helping us to further develop our plans for EL support, SEL coaching, personalized instruction and workplace development. They helped inform what is working and what is not within our independent learning model and how our SEL instructors can best support struggling students. Our students presented their experiences with our academic culture model to help us understand areas of frustration and how to create structure without being controlling to guide the students towards independence. We also learned of the impact of increasing consequences for low homework completion and worked with students to resolve the situation.

Our monthly parent meetings also informed our plans for community engagement and support services. Parents attendance is stronger at parent meetings than Board meetings, so they are a good opportunity to receive feedback from parents on school programs and policies. All parent meetings are conducted in English and in Spanish to make sure all populations are engaged.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 (Student Achievement), 7 (Course Access)

Local Priorities: 1 (Basic Services), 2 (Implementation of Academic Standards), 8 (Other Student Outcomes)

Identified Need:

Many of our students enter ODA reading below grade level and unprepared for high school. Our English learner population has also increased to 32% with our expanding enrollment, 82% receive free and reduced-price meals, and 10% are students with disabilities. All student groups will need extensive supports with targeted strategies, including small group instruction and pull out services.

Our program needs to accelerate student growth so students graduate with the skills necessary for college and career. This will require a rigorous academic program, highly qualified and experienced staff, and a focus on engaging student interest in learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA MAP: % showing growth from Fall to Spring	2017-18 is Baseline Year	158% growth in ELA	% of students meeting Fall to Winter Growth Targets: Math: 69% Reading: 64% Language Usage: 60% Spring scores not yet available	Target: >70% meeting growth target
% earning passing grade of C or above in math, ELA, history, science, world language, PE/health, and art courses		Data not collected	Final grades not available until June 20	Target: waiting for baseline data
% of students in Special Education meeting 75% of IEP goals	2017-18 is Baseline Year	Data not collected	80% of students met more than 80% of their IEP goals	Target: >80%
% enrolled in A-G coursework (A-G completion rate not available until 2020-21)	2017-18 is Baseline Year	100%	100% on track to complete A-G requirements by senior year	Target: 100%
SBAC: % of 11th graders meeting	2019-20 will be Baseline Year	N/A	N/A	Baseline Year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
or exceeding the standard				
EAP: % prepared for college	2019-20 will be Baseline Year	N/A	N/A	Baseline Year
AP pass rate (score 3 or higher)	2019-20 will be Baseline Year	N/A	N/A	Baseline Year
EL reclassification rate	2017-18 is Baseline Year	0%	Data not available yet	Target: >5%
ELPAC: % scoring 3 or 4	2018-19 will be Baseline Year	Only 11 students tested	Data not available yet	Based on baseline data
100% of core teachers who are highly qualified as measured by ESSA Act and audit of teacher assignments	2017-18 is Baseline Year	80%	100%	Target: 100%
Teacher survey: 100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date	2017-18 is Baseline Year	Met	Met	Target: 100%

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
All	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**1-A Core Curriculum:** • Standards-aligned benchmark assessments in all subject areas • Personalized instruction during studio time and class time—adaptive online programs, small group instruction, etc. • Curriculum maps for each course aligned to EAP, ELD standards, AP, ACT, CCSS, NGSS

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		and other standards; include strategies and supports for low income, special education students, ELs, and other struggling students. • Rigorous graduation requirements, including UC A-G • Competency-Based Instruction • Harkness tables and Socratic Seminars • Tutorials with Academic Teachers: Miniature oral defenses of student work • Up-to-date standards-aligned instructional materials, evaluated annually by faculty • Off-campus college coursework

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$96,722	$115,432
Source			LCFF Base
Budget Reference		(combined from multiple actions/services of 2018-19)	• 4100-Approved Textbooks & Core Curricula Materials • 4320-Educational Software • 4325-Instructional Materials & Supplies • 4420-Computers • 5878-Student Assessments (NWEA) • 5893-Transportation – Student (Transportation to Cañada College)

Action   2

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**1-B Enrichment:** ▪ Professional Workplace Management: Opportunities for students to spend a portion of the school day working in the field (i.e. internships) and training on professional workplace skills to manage workflow on professional projects (i.e. Google Suite & Asana) ▪ Multicultural Social Leadership Trips: To help students understand their place in a global world, ODA offers student exchanges with schools around the world as well as trips to develop field experience as part of the cultural

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		anthropology program. For 2019-20, this includes: • Boston • Puerto Rico • England • Ghana • South Africa • Uganda • Rwanda • China • Qatar ▪ Service Learning with Design Thinking: Students create a social justice project portfolio ▪ Interdisciplinary Learning Studios: multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and service project implementation ▪ Camp Lead: Organized with our authorizer, San Mateo County, this weeklong camp is intended to build community relationships and trust between youth and local law enforcement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$118,673	$120,444
Source			LCFF S+G
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 5829-Field Work Program ▪ 5220-Travel and Lodging ▪ 4335-PE Supplies

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**1-C Student Support Structures:** a) Summer Growth Institute b) Intersession (new in 19-20) – week-long RIT or enrichment every 6 weeks c) Teacher open-door policy d) Community Response to Academic Management (CRAM) – bi-weekly peer tutoring program

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		e) Academic tutorials – remove tutorial training with Oxford University & dedicated tutorial tutors for on-site training f) Remediation class for credit recovery g) Enrichment class for deeper dive into academic content in pure tutorial setting h) Small group instruction i) Early intervention plans j) RTI program and Student Support Team: Identification and support for struggling students **k)** Use of Newsella and ILT online learning programs for specialized supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$263,250	$222,360
Source			LCFF S+C & Title I & Title IV
Budget Reference		(combined from multiple actions/services of 2018-19)	• 5815-Consultants-Instructional (includes targeted counseling and PD for staff) • 5887-Technology Services

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Student with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**1-D Comprehensive Special Education Program:** Includes push-in and pull-out services to meet the needs of students with IEPs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	95,482	$127,327

Year	2017-18	2018-19	2019-20
Source			CA Special Education entitlement & Federal IDEA
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 1148-Teacher – Special Ed ▪ 5869-Special Education Contract Instructors

Action   5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners	Limited to English Learners	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	N/A	**1-E Targeted ELD Supports:**
		
		a) Instructional program that includes personalize and differentiated learning, with regular benchmark assessments aligned to the ELD standards
		b) ELD course
		c) Teacher PD for ELD strategies and instruction, supporting academic English, and cultural competency/culturally responsive teaching
		d) Explicit EL strategies in all classrooms including:
		   1. SIOP
		   2. Sheltered instruction
		   3. Pre-teaching vocabulary
		   4. Specifically teaching Academic English
		   5. Reading support groups
		   6. Increasing production
		   7. Small group support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Funds shared with 1-A (Core Curriculum) & 1-C (Student Support Structures)
Source			LCFF S+C
Budget Reference			See 1-A & 1-C

Action 6

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	N/A	**1-F Teacher Professional Development:**
		
		a) Professional Development sessions on:
		  1. Implementing CCSS and NGSS
		  2. Data-driven instruction: analyzing results of and creating action plans informed by benchmark assessments
		  3. Community building

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		4. Classroom management 5. Working with struggling/at risk students: Special Education, ELs, low income, foster youth 6. Social-emotional learning 7. Culturally competent teaching b) Collaborative teamwork: grade level teams, department teams and other PLCs c) Teachers develop Personalized Educator Plans with individual goals to provide targeted and personalized PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$45,004	$43,000
Source			LCFF S+C and Title II
Budget Reference		(combined from multiple actions/services of 2018-19)	• 5815-Consultants-Instructional (shared with 1C – Student Support Structures; costs represented in 1C) • 5863-Professional Development • 5884-Substitutes

Action 7

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

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

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**1-G Hiring and retaining highly qualified faculty and staff:** ▪ All candidates undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. All teachers will meet ESSA legislation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$1,292	$2,993

Year	2017-18	2018-19	2019-20
Source			Title II
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 5875-Staff Recruiting

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

New Goal

Goal 2

ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (Student Engagement), 6 (School Climate)

Local Priorities: 1 (Basic Services), 3 (Parent Engagement), 6 (School Climate)

Identified Need:

ODA understands that parents and families are key to student success, so we have implemented several actions to ensure family involvement. This includes trainings and meetings that grow the capacity of our parents for family engagement.

ODA is also focused on building a safe, positive, supportive, and consistent school culture so students want to attend school and faculty are committed and take ownership of the school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey: 80% of parents express satisfaction with ODA	2018-19 will be baseline year	N/A	Parent survey results not available until June 19	Based on baseline results
Parent Survey: % of parents who feel engaged in school decision-making	2018-19 will be baseline year	N/A	Parent survey results not available until June 19	Based on baseline results
Graduation rate	2020-21 will be baseline year	N/A	N/A	N/A
Suspension rate: <5%	2017-18 is baseline year	Met: 0%	Met: 0% (estimate)	Target: <5%
Expulsion rate: 0%	2017-18 is baseline year	Met: 0%	Met: 0% (estimate)	Target: 0%
ADA (attendance rate): 95%	2017-18 is baseline year	Met: 95.5%	Met: 96%	Target: 95%
Dropout rate	2018-19 is baseline year	N/A	Met: 0%	Target: <5%
Chronic absence rate: <10%	2017-18 is baseline year	All 13.5% / Af Am 12.5% / Latinx 5.6%	Met: 1% (estimate)	Target: <10%
Transfer rate: <10%	2017-18 is baseline year	Met: 4%	Met: 5%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SEL rubric: Aggregate score of 4 (out of 5) across SEL categories (curiosity, growth mindset, perseverance, self-awareness, self-efficacy, self-regulation, social awareness/social competence) on MESH survey	2018-19 is baseline year	N/A	Not Met: 3.45	Target: 4 or higher
School safety: Aggregate score of 4 (out of 5) on School Safety - MESH student survey	2018-19 is baseline year	N/A	Met: 4.14	Target: 4 or higher
School connectedness: Aggregate score of 4 (out of 5) across engagement categories (engagement, learning strategies, rigorous expectations, sense of	2018-19 is baseline year	N/A	Not Met: 3.29	Target: 4 or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
belonging, teacher-student relationships) on MESH student survey				
Teacher survey: 80% of teachers expressing satisfaction with ODA	2017-18 is baseline year	Met	Assessment tool pending development	Target: >80%
Less than 10% of staff leave ODA after 2 or fewer years that are a cultural, philosophical, and skills fit	2017-18 is baseline year	Met	Met	Target: <10%

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		2-A Family Liaison: a) Plans and facilitates extensive community building with parents and families b) Responds to the needs of the families, including parent education classes c) Creates and maintains a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours d) Oversees the Oxford Day Academy Student Teacher Parent Community (STPC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$62,500	$65,500
Source			LCFF S+C
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 2200-Classified Support Salaries (Channel (Tarigo), Michelle)

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**2-B Comprehensive Family Engagement Program:** a) Board representation: Two parents are elected to the Board to provide feedback from family Saturday meetings and students share feedback from student meetings. b) Student Teacher Parent Community (STPC, formerly PYCAB): A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership. c) Community Support Fund management, which provides financial support to special student populations in need d) Informal survey development throughout year, as needed, to address issues and inform discussions e) Regular review of attendance and planning of attendance Initiatives: Identifying students who are in need of attendance interventions and creating action plans with families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$170,680	$142,180
Source			LCFF S+C
Budget Reference		(combined from multiple actions/services of 2018-19)	5820-Consultants – Non Instructional 2400-Clerical Staff 5800 Student Services 5814-Community Support Fund

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**2-C Partnership with East Palo Alto Association for Continuing Education (EPA ACE) Parent Center:** a) Monthly parent meetings to go over student data, specialist speakers, Saturday programming b) Provides parenting courses, ELD or GED preparation, job skills, financial literacy, mental or physical health services, and college counseling c) Cultural celebrations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	11,850	$1,318
Source			LCFF S+C
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 5880-Student Health Services ▪ 5877-Student Activities (City of EPA)

Action **4**

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**2-D School Culture Plan:** a) Includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		b) Social-Emotional Learning Coaches: Each student is assigned an SEL coach who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. c) Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$29,500	$30,500
Source			LCFF S+C
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 2102-Classified-SELCs

Action   5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**2-E Student Recruitment Plan:** a) Engage all members of the school and local community b) Create partnerships within the community for social, health, and educational services for students and families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$11,845	$12,200
Source			LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 5851-Marketing and Student Recruiting

Action   6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**2-F Well-Maintained School Facilities:** a) School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$38,000	$44,750
Source			LCFF Base
Budget Reference		(combined from multiple actions/services of 2018-19)	▪ 4410-Classroom Furniture, Equipment & Supplies ▪ 5515-Janitorial, Gardening Services & Supplies ▪ 5615-Repairs and Maintenance - Building

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 419,237	31 %

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).

The most significant ways that ODA improves services for our unduplicated pupils are through our enrichment, student support structures, specialized teacher professional development, community engagement programs and partnerships, school culture plan and our Family Liaison.

Our student support structures and enrichment programs are about providing students with all the supports they need, during or after school or over the summer, and developing individualized plans that target student needs and inspire them to go beyond and develop a sense of their place in a global world. Many of our students enter ODA performing below grade level and they lack the enrichment students in the neighboring, more affluent school districts experience, so these services are critical for our high needs students.

Our teachers lead the learning process for all students in both whole group instruction and differentiated small group instruction. We invest in specialized professional development to support our teachers in working with struggling or at-risk students, using data to target instruction, promoting social emotional learning and culturally competent teaching.

Community supports are an important part of ODA because family support is critical to student success. We employ a Family Liaison to coordinate community building projects and respond to the needs of families, including parent education classes. Our Comprehensive Family Engagement Program ensures there is always student and parent representation in school decision-making and our partnership with EPA ACE encourages continued community engagement.

The following are the specific Actions and Services contributing to meeting the Increased or Improved Services requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Enrichment

Goal 1 Action 3 (EL, Foster, Low Income):

Student Support Structures

Goal 1 Action 4 (EL):

Targeted ELD Support

Goal 1 Action 5 (EL, Foster, Low Income):

Teacher Professional Development

Goal 2 Action 1 (EL, Foster, Low Income):

Family Liaison

Goal 2 Action 2 (EL, Foster, Low Income):

Comprehensive Family Engagement Program

Goal 2 Action 3 (EL, Foster, Low Income):

Partnership with EPA ACE Parent Center:

Goal 2 Action 4 (EL, Foster, Low Income):

School Culture Plan

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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