

**Introduction:**

**LEA: XYZ Union School District** Contact (Name, Title, Email, Phone Number): **XYZ Superintendent, \*\*\*@xyz.org, 831-555-1234** LCAP Year: **2015-18**

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>In order to provide for consistency, a prepared presentation was completed by the LCAP Leadership committee to be presented by district and site administrators. Stakeholders were presented with the following information at indicated dates:</p> <ul style="list-style-type: none"> <li>*Purpose of LCAP—History of funding changes and LCAP requirements</li> <li>*Updates of Information—New information on template changes, rubrics requirements, New actions for year 2 and 3</li> <li>*Request for input—Gathering of ideas from groups, Sharing of ideas and trends of stakeholders groups</li> </ul> <p>Dates listed for district meetings and each school site meetings. All meetings were held in the evening at either the district office or at each school site. Surveys were also sent out to all parents, teaching staff, administrators, and to students in grades 3 and above asking them to rate the top district initiatives and how strongly each group supported the initiatives. Students were also asked how supported they felt at school by the adults.</p>	<p>Response of each group based upon the information shared:</p> <p><b>Parent Groups (ELAC, DELAC, SSC)</b>  Parents requested additional support for English Learners through the use of additional teacher-student interactions. More focus on students not progressing through additional time and lower student-teacher ratio. Actions are found in goal #, page #. Parents request more teacher training for working with students who are not progressing. Actions are found in goal #, page #.</p> <p><b>Student Leadership (Student Body Council for each school)</b>  Students expressed a desire for music and art classes for</p>

<p><b>Parent Groups (ELAC, DELAC, SSC):</b> October, January, February, March, April, May</p> <p><b>Student Leadership (Student Body Council for each school)</b> October, January, February, March, April, May</p> <p><b>Teacher Union Leadership</b> October, January, February, March, April, May</p> <p><b>CSEA Union Leadership</b> October, January, February, March, April, May</p> <p><b>Site/District Administration</b> October, January, February, March, April, May</p> <p><b>Teachers (staff meetings)</b> October, January, February, March, April, May</p> <p><b>School Board Members</b> (informal presentations) February, March, April, May (formal presentations) October, January, June</p> <p><b>Community Members at large</b> October, January, February, March, April, May</p> <p><b>Public Hearing Date: June 15</b> <b>Final Board Approval Date: June 30</b></p>	<p>all students. They also felt these classes should be held first thing in the morning to encourage students to come to school on time. Actions can be found in goal #, page #.</p> <p><b>Student Survey Results</b> Students felt most supported at the early elementary level (%). Students at the middle school had specific recommendations (see Appendix A page # for recommendations). Recommendations were ranked and included in goals #, pages #-#</p> <p><b>Teacher Union Leadership</b> Union Leadership recommends continuation of training and use of academic coaches to support new teachers specifically. Actions found in goal #, page #.</p> <p><b>CSEA Union Leadership</b> <b>Site Administration</b> Administrators support the additional training and increased number of academic coaches as recommended by the teachers, along with highly trained intervention staff. Actions found in goal #, page #.</p> <p><b>Teachers</b> Teachers recommend continued focus on district initiatives and training and support for new teachers.</p> <p><b>School Board Members</b> School Board recommends continuation of the five district initiatives. Initiatives are: 1), 2), 3), 4), 5)</p> <p><b>Community Members at large</b> Members from ** would like to continue to support the afterschool program, purchasing of additional library resources, and encouragement of school volunteers. They suggest hiring additional library staff. This action is unable to be address in year 1 or 2, but will review for year 3.</p>
<p><b>Annual Update:</b> In order to provide for consistency, a prepared presentation was completed by the LCAP Leadership committee to be presented by district and site administrators.</p>	<p><b>Annual Update:</b> Response of each group based upon the information shared:</p>

Stakeholders were presented with the following information at indicated dates:

- \*Updates of actions (completed, partial completion, non-completion)
- \*Updates of expenditures (any expenditures +/- 5% was explained in the Annual Update for each goal and action)
- \*Updates of assessment information (all state metrics were shared and can be found in the Executive Summary on page #)
- \*Necessary adjustments (specific information to be found in final box of each goal in the Annual Update section)

**Parent Groups (ELAC, DELAC, SSC):**

October, January, February, March, April, May

**Student Leadership (Student Body Council for each school)**

October, January, February, March, April, May

**Teacher Union Leadership**

October, January, February, March, April, May

**CSEA Union Leadership**

October, January, February, March, April, May

**Site/District Administration**

October, January, February, March, April, May

**Teachers (staff meetings)**

October, January, February, March, April, May

**School Board Members**

**(informal presentations)** February, March, April, May

**(formal presentations)** October, January, June

**Community Members at large**

October, January, February, March, April, May

**Parent Groups (ELAC, DELAC, SSC)**

Parents were disappointed with percentage of redesignation rates for English Learners. More time and lower student-teacher ratio for students not progressing appropriately was recommended. Parents at all sites were concerned about those students not progressing and request additional training for teachers.

**Student Leadership (Student Body Council for each school)**

Students would like more electives available to them, especially music and art classes. They believe that more students will come to school on-time if additional choices are made available to them.

**Teacher Union Leadership**

Union Leadership stated that with all the new standards and district initiatives, that new teachers were overwhelmed. They recommend continuation of training and expansion of academic coaches.

**CSEA Union Leadership**

Leadership recommends providing additional training for the instructional aides to support students not progressing.

**Site Administration**

Administrators recommend additional intervention staff be hired to support students who are not progressing.

**Teachers**

Teachers request additional training to help students who are not progressing.

**School Board Members**

Board members were disappointed with student progress, particularly English Learner redesignation. They believe the five district initiatives will impact all students and recommend continuation with no new initiatives.

**Community Members at large**

	<p>Members were pleased at the number of volunteers who have been recruited this year to work with at-risk students. They were concerned about the lack of staff in the libraries to assist students with research.</p>
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