including, English Language learners, Socioeconomically disadvantaged, and free-reduced scholars .

Specific actions/services that were challenges in progress toward goal #2
1. *The implementation of I-Ready Diagnostic testing* is both a benefit and a challenge for staff and students. Teachers are getting used to the assessment platform and initial training was given to elementary teachers to direct instruction based on data received. Improvements are being made on specific instruction of basic computing and keyboarding by technological support staff. The program does however allow teachers to create individualized learning plan which helped create small groups for differentiated instruction as well as to drive instructional planning and supports.
2. *Allocation of an intervention specialist to work with Tier II students:* Overall, the intervention specialist made great gains with the Tier II students that were referred. The ability to work one-on-one or with small groups of students allowed for specific intervention strategies to be utilized. John Adams Academy has provided, and will continue to provide, training in best practices, aligned the K-3 report card to reflect learning targets and given staff more in-depth training on data analysis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A- See Above

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.

As part of the continued analysis of Goal #2, the following changes will be made and are reflected in the upcoming 2018-2019 Goal #2 and Actions and Services 2.1-2.6

Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction and supports.

Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed with grade level teams.

Provide intentional PLC time monthly to ensure alignment of continuum of ELA curriculum in cross grade level team meetings.

Allocate additional funding for a English Language Development Teacher to provide targeted instruction and supports for EL scholars.

Provide additional professional development for the use of the Core Knowledge Language Arts program K - 3.

Provide professional development for the implementation of ELA curriculum in grades 3 - 6.

Maintain funding for instructional aides for each grade level K-6 allowing for the flexibility in assignments. Kindergarten and first grade will implement use of full-time instructional aides.

Goal 3

JAA will increase math proficiency of all scholars on benchmark tests and SBAC math assessments

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Provide funding for professional development in mathematics methodologies. 2. Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities. 3. Purchase and use of data driven assessment tools to guide instruction and small group differentiation.	1. Singapore Math Specialists were brought on campus to facilitate launch of elementary math curriculum at onset of year as well as for mid-year review. Additionally, 6th and 7th grade teachers were trained in the fundamentals of Singapore Math with the intent of expanding Singapore Math to additional gradel levels in the future. Elementary Administration and Director of Curriculum attended intensive, off-site Singapore Math trainings. 2. Instructional aides in classrooms to support needs of all scholars. Monthly instructional aide trainings held to address multiple areas of scholar support including EL, differentiated instruction, effective behavior management and organization. 3. Purchase and use of I-Ready Diagnostic Assessment Program to target scholars that measure below grade level on interim assessments benchmarks throughout the year. The data driven assessments allow for proper math placements and guided intervention within the I-Ready program.

ACTIONS / SERVICES

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

Action

1

Actions/Services	1. Provide funding for professional development in mathematics methodologies. 2. Provide funding for instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities. 3. Purchase and use of data driven assessment tools to guide instruction and small group differentiation.	1. Singapore Math Specialists were brought on campus to facilitate launch of the adopted elementary math curriculum at onset of year as well as for mid-year review. Additionally, 6th grade teachers were trained in the fundamentals of Singapore Math with the intent of expanding Singapore Math to additional gradel levels in the future. Elementary Administration and Director of Curriculum attended intensive, off-site Singapore Math trainings. 2. Funding was allocated for instructional aides in all grades K-6. Additionally, 0.5 intervention specialist was allocated to service K-6 scholars in Tier 2 interventions. 3. Purchase, training and use of I-Ready Diagnostic Assessment Program to target scholars that measure below grade level on interim assessments benchmarks throughout the year. The data driven assessments allow for proper math placements and guided intervention within the I-Ready program. This program allowed teachers to create an individualized learning plan unique to each scholar. This information was utilized to create small groups for differentiated instruction and to target areas of need for additional instruction.
Expenditures	BUDGETED $ 64,679	ESTIMATED ACTUAL $ 62,158

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.	Through internal I-Ready assessments and classroom formative and summative assessments benchmark data was obtained and will be aligned with the CAASPP data to drive instructional practices in the 2018-19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	**Specific actions/services that were successful in progress toward Goal # 3:** 1. Aligning the K-3 report card to reflect the standards: Aligning the report card in K-3 permitted teachers to accurately communicate progress toward mastery of all students in math standards. 2. Allocated funding for instructional aides to provide remediation and challenge opportunities daily in each elementary classroom. Maintained instructional aides in all elementary classrooms K - 6 to ensure all classrooms had aide support for a portion of instructional time. 3. Monthly grade level Singapore Math meetings led by math coach/administration to provide teacher coaching and supports on best practices, strategies, assessment, lesson planning and data analysis of newly implemented curriculum.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As part of the analysis of Goal #3, the following changes will be made and are reflected in the upcoming 2018-2019 Goal #3 and Actions and Services 3.1 – 3.5 Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction. Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed. Allocate additional funding for another classroom aide at the secondary level to help with Tier II interventions and support of Tier I teaching strategies. Provide continued professional development and supports of newly implemented Singapore Math curriculum. Expand Singapore Math curriculum to include 6th grade. Provide appropriate training and supports for 6th grade teachers to implement curriculum.

Stakeholder Engagement

LCAP Year | ☐ 2017–18 X ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?
John Adams Academy- Lincoln benefits from input of key stakeholders to develop its Local Control Accountability Plan. A schoolwide survey was conducted and included input from families, scholars and staff members. Scholars were provided time to participate in the survey on campus to ensure access to the survey and equal participation in the feedback process. The process included both formal and informal meetings through parent nights, staff, quarterly administrative LCAP reviews, Scholar Council, and Board of Directors. Site administration continually meets with parents, and small parent groups that wish to influence the academy's decision making through suggestion or by participating in the development of curricular and extra-curricular programs. The Academy relies heavily on its community events and close relationships the volunteer community to directly interface with Academy stakeholders and community members. The administration and faculty provide opportunities for feedback to ensure that the parents play a key role in the overall function and support of the Academy and have direct access to teachers, leadership, educational philosophy and program development. During the development of the LCAP Site leadership has payed careful attention to the influence of all stakeholders.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
John Adams Academy – Lincoln will develop a robust outreach plan to identify and engage stakeholders within the new community served by the Charter. The outreach efforts will include processes to consult with teachers, administrators, other school personnel, parents, and scholars to inform the development of the LCAP and the annual review and analysis for the following LCAP year. Additionally, the academy will create and maintain a Parent Service Organization (PSO) to build community, engage additional stakeholders and provide continued opportunities to interface and build relationship with the growing John Adams Academy community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged
Goal 1	Evaluate, implement and monitor curricular programs to ensure alignment to Academy expectations and state standards.	

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Identified Need Qualitative Data:

Based on classroom observation and participation in academic conferences, Administration has identified a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Staff indicates a need for clearer understanding of how to use CCSS as a baseline for the academy's educational objectives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

1.1 Curriculum Mapping for all grades	Introduction of curriculum Trak Software	80% Mapping of all curriculum	100% Mapping of all curriculum	100%Mapping of all curriculum
1.2 CCSS & Classical Training sign in sheets	2 CCSS, 10 Classical, 5 Teacher Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions	4 CCSS Trainings including paraprofessional staff, 10 Classical Trainings, 5 Reading Sessions
1.3 Professional Development, "Using State standards as a base for Classical Instruction" Sign in sheets	33 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings	35 Total Professional Development Trainings
1.4 Development of Personal Learning Communities	Grades Level Teams Established	1 weekly meeting, 1 monthly meeting	1 weekly meeting, 1 monthly meeting	35 Total PLC's
1.5 Classical "U" for leadership and Teachers	Purchase License for each Teacher	Classical U and additional Classical Training conferences and workshops with 100% participation	Classical U and additional Classical Training conferences and workshops with 100% participation	Classical U and additional Classical Training conferences and workshops with 100% participation

PLANNED ACTIONS / SERVICES

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

Action **1**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.1 Curriculum mapping for all grades	1.1 Curriculum mapping for all grades	1.1 Curriculum mapping for all grades

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$ 11,623	Amount	$ 11,623	Amount	$ 59,536
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 5,000 3000: Benefits 1,123 5000: Services & Operations 5,500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $5,000 3000: Benefits $1,123 5000: Services & Operations $5,500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $16,951 3000: Benefits $3,899 5000: Services & Operations $38,686

PLANNED ACTIONS / SERVICES

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

Action   **2**

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

Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.2 CCSS & Classical Training	1.2 CCSS & Classical Training	1.2 CCSS & Classical Training

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 2,500	Amount	$ 2,500	Amount	$ 12,392
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Restricted 5000: Services & Operations 2500	Budget Reference	0000: Unrestricted 5000: Services & Operations $2,500	Budget Reference	0000: Unrestricted 5000: Services & Operations $12,392

PLANNED ACTIONS / SERVICES

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

Action **3**

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

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td colspan="3">☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide</td><td>**OR**</td><td>☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td colspan="3">☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.3 Professional Development, "Using State standards as a base for Classical Instruction"	1.3 Professional Development, "Using State standards as a base for Classical Instruction"	1.3 Professional Development, "Using State standards as a base for Classical Instruction"

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 2,000	Amount	$ 2,000	Amount	$ 8,733
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 4000: Books & Supplies 500 5000:Services & Operations 1,500	Budget Reference	0000: Unrestricted 4000: Books & Supplies $ 500 0000: Unrestricted 5000: Services & Operations $1,500	Budget Reference	0000: Unrestricted 4000: Books & Supplies $1,298 0000: Unrestricted 5000: Services & Operations $7,435

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   **4**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.4 Development of Personal Learning Communities	1.4 Development and support of Personal Learning Communities	1.4 Development and support of Personal Learning Communities

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0
Source		Source		Source	
Budget Reference	No anticipated costs associated with this action	Budget Reference	No anticipated costs associated with this action	Budget Reference	No anticipated costs associated with this action

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   **5**

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

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.5 Classical "U" for Leadership and Teachers	1.5 Classical "U" and additional Classical Training conferences and workshops	1.5 Classical "U" and additional Classical Training conferences and workshops

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 960	Amount	$ 960	Amount	$ 4,758
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: :Services & Operations 960	Budget Reference	0000: Unrestricted 5000: Services & Operations $ 960	Budget Reference	0000: Unrestricted 5000: Services & Operations $4,758

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 6

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.6 Begin outreach activities to inform low income/socio-disadvantaged students of available resources and supports.	1.6 Continue outreach activities to inform families of low income/socio-disadvantaged students of available resources and supports.	1.6 Continue outreach activities to inform families of low income/socio-disadvantaged students of available resources and supports.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 1,000	Amount	$ 1,000	Amount	$ 4,957
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $4,957

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   7

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

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.7 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support.	1.7 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support.	1.7 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 4,500	Amount	$ 4,500	Amount	$ 10,000
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 4000: Books & Supplies 4,500	Budget Reference	0000: Unrestricted 4000: Books & Supplies $4,500	Budget Reference	0000: Unrestricted 4000: Books & Supplies $10,000

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 **8**

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

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.8 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards. .	1.8 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards.	1.8 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 624,208	Amount	$ 624,208	Amount	$ 2,108,488
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 456,638 3000: Benefits 102,525 4000 Books & Supplies 50,000 5000: Services & Operations 15,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $456,683 3000: Benefits $102,525 4000 Books & Supplies $ 50,000 5000: Services & Operations $ 15,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $1,548,275 3000: Benefits $356,103 4000 Books & Supplies $129,759 5000: Services & Operations $74,350

☐ New	☐ Modified	X ☐ Unchanged

Goal 2	JAA will increase growth in literacy of all scholars on iReady assessments, internal classroom assessments and SBAC ELA assessments.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____
Identified Need	Identified Need Quantitative Data:
	John Adams Academy – Lincoln is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19.
	Identified Need Qualitative Data: Based on classroom observations and participation in academic conferences, there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on observations and teacher input staff indicate that they do not have a clear understanding of how to blend classical methodology to fully align their grade level content to Common Core State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in ELA based on scholar performance on the CAASPP and internal assessments	During the initial school year of 2017/18 baseline performance levels will be established on schoolwide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-economically disadvantaged scholars, English Language Learner	During the initial school year of 2017/18 baseline performance levels will be established on schoolwide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-economically disadvantaged scholars, English Language Learner	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.

scholars, and Special Education Scholars.   scholars, and Special Education Scholars.

☐ New   ☐ Modified   X☐ Unchanged

Action   **1**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.1: Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction.	2.1: Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction.	2.1: Allocate additional funding and training for both teachers and administration in using I-Ready Data to guide instruction.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$ 1,000	Amount	$ 1,000	Amount	$ 6,500
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $6,500

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.

PLANNED ACTIONS / SERVICES

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

Action **2**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.	2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.	2.2: Provide intentional PLC time each week to analyze assessment data and discuss specific strategies/interventions needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0
Source		Source		Source	
Budget Reference	No anticipated cost associated with this action	Budget Reference	No anticipated cost associated with this action	Budget Reference	No anticipated cost associated with this action

PLANNED ACTIONS / SERVICES

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

Action **3**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.	2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.	2.3: Allocate additional funding for another intervention specialist to help with Tier II interventions and staff coaching in effective Tier I teaching strategies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 74,477	Amount	$ 74,477	Amount	$ 305,060
Source	Base	Source	Base/Supplemental	Source	Base/Supplemental
Budget Reference	0000: Unrestricted 2000: Classified Salaries 60,414 3000: Benefits 13,563 4000: Books & Supplies	Budget Reference	0000: Unrestricted 2000: Classified Salaries $60,414 3000: Benefits $13,563 4000: Books & Supplies	Budget Reference	0000: Unrestricted 2000: Classified Salaries $245,958 3000: Benefits $56,570 4000: Books & Supplies

500	$ 500	$2,532

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 **4**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.4: Provide additional professional development for the implementation of the Core Knowledge Language Arts program.	2.4: Provide continued professional development for the implementation of the Core Knowledge Language Arts program for grades TK - 2. Implement additional ELA program for use in grades 3 - 6.	2.4: Provide continued professional development for the implementation of the Core Knowledge Language Arts program for grades TK - 2. Implement additional ELA program for use in grades 3 - 6.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 500	Amount	$ 500	Amount	$ 2,478
Source	Base	Source	Base	Source	Base

Budget Reference	0000: Unrestricted 5000: Services & Operations 500	Budget Reference	0000: Unrestricted 5000: Services & Operations $ 500	Budget Reference	0000: Unrestricted 5000: Services & Operations $2,478

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   **5**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.5: Allocate additional funding for half-time instructional aides for each teacher in grades 1-6. TK, Kindergarten and sixth grade will continue with full-time aides.	2.5: Allocate funding for instructional aides with flexible assignments to target specific student groups while providing support to all populations grades K - 6.	2.5: Allocate funding for instructional aides with flexible assignments to target specific student groups while providing support to all populations grades K - 6.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0

Source Budget Reference	Cost included in Goal 2, Action 2.2	Source Budget Reference	Cost included in Goal 2, Action 2.2	Source Budget Reference	Cost included in Goal 2, Action 2.2

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   **6**

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

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.6: Provide staff to support and assist with the implementation of strategies that will improve the learning environment for students support social emotional growth and increase student engagement and achievement.	2.6: Continue to provide staff to support and assist with the implementation of strategies that will improve the learning environment for students support social emotional growth and increase student engagement and achievement.	2.6: Continue to provide staff to support and assist with the implementation of strategies that will improve the learning environment for students support social emotional growth and increase student engagement and achievement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 16,194	Amount	$ 16,194	Amount	132,204

Source	Base	Source	Base/Supplemental	Source	Base/Supplemental
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 12,000 3000: Benefits 2,694 4000 Books & Supplies 500 5000: Services & Operations 1,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $12,000 3000: Benefits $ 2,694 4000 Books & Supplies $ 500 5000: Services & Operations $ 1,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $40,683 3000: Benefits $9,357 4000 Books & Supplies $1,750 5000: Services & Operations $6,950

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 **7**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

2.7: Implement programs and initiatives that support positive school climate and safety.	2.7: Maintain programs and initiatives that support positive school climate and safety.	2.7: Maintain programs and initiatives that support positive school climate and safety.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$ 15,806	Amount	$ 15,806	Amount	$ 60,885
Source	Base	Source	Base/Supplemental	Source	Base/Supplemental
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 5,000 2000: Classified Salaries 7,500 3000: Benefits 2,806 4000 Books & Supplies 500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $ 5,000 2000: Classified Salaries $ 7,500 3000: Benefits $ 2,806 5000: Services & Operations $ 500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $16,951 2000: Classified Salaries $30,534 3000: Benefits $10,922 5000: Services & Operations $2,478

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 **8**

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

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☒ Low Income	
Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.8: Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	2.8: Provide certificated services and program support to English Language Learners through a multi-tiered system of support	2.8: Provide certificated services and program support to English Language Learners through a multi-tiered system of support

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 9,184	Amount	$ 9,184	Amount	$ 31,275
Source	Base	Source	Supplemental	Source	Supplemental
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 7,500 3000: Benefits 1,684	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $ 7,500 3000: Benefits $ 1,684	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $25,427 3000: Benefits $5,848

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   **9**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 17,755	Amount	$ 17,755	Amount	$ 88,007
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 17,775	Budget Reference	0000: Unrestricted 5000: Services & Operations $17,755	Budget Reference	0000: Unrestricted 5000: Services & Operations $88,007

OR

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.	2.9: Staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction and assessments.

BUDGETED EXPENDITURES

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

Goal 3	Goal #3- JAA will increase math proficiency of all scholars on iReady assessments, internal classroom assessments and SBAC math assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need]

Identified Need Quantitative Data:

John Adams Academy – Lincoln is a newly approved public charter school scheduled to begin operation fall of 2017. As such we do not have reviews of prior performance, however we anticipate a successful introductory year that will provide many successes to be relayed in the annual LCAP update for 2018-19.

Identified Need Qualitative Data: Based on classroom observations, participation in academic conferences, Administration has determined there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor. Based on observations and teacher input staff indicate that they do not have a clear understanding of how to blend classical methodology to fully align their grade level content to Common Core State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 1. CDE Evaluation Rubric for Academic Performance in ELA based on scholar performance on the CAASPP and internal assessments	During the initial school year of 2017/18 baseline performance levels will be established on schoolwide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-economically disadvantaged scholars, English Language Learner scholars, and Special Education Scholars.	During the initial school year of 2017/18 baseline performance levels will be established on schoolwide benchmark assessments using classroom data, and iReady assessments. Benchmark levels will also be established for individual subgroups, including socio-economically disadvantaged scholars, English Language Learner scholars, and Special Education Scholars.	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.	Increase 2% from baseline data for Internal assessments using iReady and state assessments (if available). Growth will be across subgroups.

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Action **1**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.	3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.	3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of scholars within a multi-tiered system of support as well as the use of technology to support instruction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 1,250	Amount	$ 1,250	Amount	$ 6,000
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations 1,250	Budget Reference	0000: Unrestricted 5000: Services & Operations $1,250	Budget Reference	0000: Unrestricted 5000: Services & Operations $6,000

PLANNED ACTIONS / SERVICES

Action 2

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.	3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.	3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 1,250	Amount	5,500	Amount	$ 6,000
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 5000: Services & Operations	Budget Reference	0000: Unrestricted 5000: Services & Operations	Budget Reference	0000: Unrestricted 5000: Services & Operations

1,250	$1,250	$6,000

PLANNED ACTIONS / SERVICES

Action **3**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.	3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.	3.3 Provide training and assistance to site administrators to monitor and support the implementation of best practice strategies shared during professional development opportunities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 1,000	Amount	$ 1,000	Amount	$ 3,500
Source	Base	Source	Base	Source	Base

Budget Reference	0000: Unrestricted 5000: Services & Operations 1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $1,000	Budget Reference	0000: Unrestricted 5000: Services & Operations $3,500

PLANNED ACTIONS / SERVICES

Action **4**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:__ _____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction	3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction	3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 5,000	Amount	$ 5,000	Amount	$ 25,319
Source	Base	Source	Supplemental	Source	Supplemental

Board Approved Update 20190314

Budget Reference	0000: Unrestricted 4000: Books & Supplies 5,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies $5,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies $25,319

PLANNED ACTIONS / SERVICES

Action **5**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.	3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.	3.5 Develop procedures, train staff, and implement Academic Conferences as a means to analyze student performance data and guide instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$ 15,495	Amount	$ 15,495	Amount	$ 60,226
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 5,000 2000: Classified Salaries 5,000 3000: Benefits & Taxes 2,245 4000: Books & Supplies 750 5000: Services & Operations 2,500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $ 5,000 2000: Classified Salaries $ 5,000 3000: Benefits & Taxes $ 2,245 4000: Books & Supplies $ 750 5000: Services & Operations $ 2,500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $16,951 2000: Classified Salaries $20,356 3000: Benefits & Taxes $8,581 4000: Books & Supplies $1,946 5000: Services & Operations $12,392

PLANNED ACTIONS / SERVICES

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Action **6**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.6 Provide staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	3.6 Maintain staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.	3.6 Maintain staff to support and assist with the implementation of strategies that will improve the learning environment for scholars support social emotional growth and increase student engagement and achievement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	28,368	Amount	$ 11,684	Amount	$ 45,761
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 1000: Certificated Salaries 10,000 2000: Classified Salaries 5,000 3000: Benefits & Taxes 3,368 5000: Services & Operations 10,000	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $ 5,000 2000: Classified Salaries $ 2,500 3000: Benefits & Taxes $ 1,684 5000: Services & Operations $ 2,500	Budget Reference	0000: Unrestricted 1000: Certificated Salaries $16,951 2000: Classified Salaries $10,178 3000: Benefits & Taxes $6,240 5000: Services & Operations $12,392

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   **7**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.7 Implement programs and initiatives that support positive school climate and safety.	3.7 Implement programs and initiatives that support positive school climate and safety.	3.7 Implement programs and initiatives that support positive school climate and safety.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0
Source		Source		Source	
Budget Reference	Costs included in Goal 2, Action 2.7	Budget Reference	Costs included in Goal 2, Action 2.7	Budget Reference	Costs included in Goal 2, Action 2.7

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   **8**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Scholars to be Served	☒ English Learners	☐ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.	3.8 Provide certificated services and program support to English Language Learners through a multi-tiered system of support.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0
Source		Source		Source	
Budget Reference	Costs included in Goal 2, Action 2.8	Budget Reference	Costs included in Goal 2, Action 2.8	Budget Reference	Costs included in Goal 2, Action 2.8

PLANNED ACTIONS / SERVICES

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

Action   **9**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Scholars to be Served	☒English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.	3.9 Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$ 0	Amount	$ 0	Amount	$ 0
Source		Source		Source	
Budget Reference	Costs included in Goal 2, Action 2.9	Budget Reference	Costs included in Goal 2, Action 2.9	Budget Reference	Costs included in Goal 2, Action 2.9

[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 **10**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Scholars to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.	3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.	3.10 Purchase Singapore Math Curriculum and train staff on teaching classical method with CCSS as base.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 29,000	Amount	$ 29,000	Amount	$ 50,102
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted 4000: Books & Supplies 24,000 5000: Services & Operations 5,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies $24,000 5000: Services & Operations $ 5,000	Budget Reference	0000: Unrestricted 4000: Books & Supplies $25,319 5000: Services & Operations $24,783

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	□ 2017–18 □ 2018–19 □ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 84,905	Percentage to Increase or Improve Services:	5.11 %

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 John Adams Leadership Team strategized on various ways to meet the academic, language social and emotional of scholars with a focus on Low Income, English Language and Foster Youth. To address these needs John Adams Academy is directing specific resources to improve the outcomes for these targeted subgroups and to increase the effectiveness of its overall programing. These funds are used to increase staffing, training, resources and supports to meet the unique needs of each of the subgroups.

Actions identified in the 2018-19 LCAP are:

Action/Service 1.7: Provide instructional support and supplemental materials to address the needs of scholars performing below grade level through a multi-tiered system of support.

- California MTSS Framework: California Department of Education; www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp
- Buffum, A, Mike Mattos and Chris Weber. Pyramid Response to Intervention: RTI, Professional Learning Communities and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009
- Baker, B, and Char Ryan. The PBIS Team Handbook: Setting Expectations and Building Positive Behavior. Minneapolis, MN: Free Spirit Publishing, 2014

Action/Service 2.8 & 3.8: Provide certificated services and program support to English Language learners through a multi-tiered system of support. Research

- Hill, J. and Kathleen Flynn. Classroom Instruction that works with English Learners. Alexandria ,VA 2006
- California English Language Arts/English Language Development Framework for California Public Schools. Adopted by the State Board of Education, July 2014. Published by the California Department of Education, Sacramento, CA 2015

Action/Service 2.8 & 3.8: Staff supports to identify achievement gaps for scholars and provide appropriate curriculum, instruction and assessments. LCAP Goal 2; Action/Service 2.9, LCAP 3 Goal; Action /Service 3.9

- California Department of Education. 2013. California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Sacramento: California Department of Education. http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
- California Department of Education. 2014a. California English Language Development Standards. Sacramento: California Department of Education. http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- California Department of Education. Curriculum Frameworks & Instructional Materials. http://www.cde.ca.gov/ci/cr/cf/

Action/Service 2.6 & 2.7 Implement programs and initiatives that support positive school climate and safety (Make it Happen and yearly themes.) To meet the social and emotional needs of scholars, staff support through an increase in Academy counselors, Academy psychologists and para-educator support staff and scholars through direct instruction on skills needed to navigate social and emotional challenges in the school setting.

- Starkmann, N., Peter Scales and Clay Roberts. Great Places to Learn: Creating Asset-Building Schools that Help Students Succeed. 2nd ed. The Search Institute, 2006.
- Dewitt, P., Slade, S. School Climate Change: How Do I Build a Positive Environment for Learning. ACSD, 2014
- California Department of Education. Research on School Counseling Effectiveness. https://www.cde.ca.gov/ls/cg/rh/counseffective.asp

Action/Service 3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk scholars.

- California Department of Education. Empowering Learning: A Blueprint for California Education Technology 2014-2017.
  - Empowering Learning: California's Education Technology Blueprint gathers the recommendations of some of our leading experts in education and technology- and in where and how the two may intersect. "We must always remember that technology is a means, not an end- a tool and component of achieving a world-class education for every child in California."- Tom Torlakson, State Superintendent of Public Instruction

Action/Service 3.4 Provide ongoing training and access to technology tools and devices, through a continual process of maintenance and replacement, to support the use of technology to support instruction
- California Department of Education. Empowering Learning: A Blueprint for California Education Technology 2014-2017.
  - Empowering Learning: California's Education Technology Blueprint gathers the recommendations of some of our leading experts in education and technology- and in where and how the two may intersect. "We must always remember that technology is a means, not an end- a tool and component of achieving a world-class education for every child in California."- Tom Torlakson, State Superintendent of Public Instruction

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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