

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|-----------------------------------|-------------------------------------|--|
| Hayward Collegiate Charter School | Neena Goswamy Executive Director | neena@haywardcollegiate.org 650.520.3915 |

2017-20 Plan Summary

The Story

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

Below is a summary of 2019-2020. We are currently submitting an LCAP for year 1.

Hayward Collegiate is an elementary school serving students in grades TK-6 in Hayward, CA. In alignment with state priorities to “use multiple measures to determine performance and progress and emphasize equity by focusing on student group performance,” the mission of Hayward Collegiate is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence. Hayward Collegiate is authorized by Alameda County Office of Education with plans to open in Fall of 2019.

On a macro-level, the City of Hayward is facing many challenges. Currently, the median household income is \$65,096, which falls more than 20% below Alameda County’s threshold for being considered a low-income household (\$80,400)¹. In regards to educational attainment, while 81% of students in Hayward graduated from high school in 2017, only 26% graduated from college

¹ Sciacca, Annie. “In Costly Bay Area, Even Six-Figure Salaries Are Considered ‘Low Income’”. *The Mercury News*, The Mercury News, 25 Apr. 2017, www.mercurynews.com/2017/04/22/in-costly-bay-area-even-six-figure-salaries-are-considered-low-income/.

and earned a bachelor degree². Ethnically diverse and with significant poverty, 57% of Hayward residents do not speak English at home and 66% of HUSD students are eligible for free or reduced lunch. On a micro-level, within Hayward, the highest density of poverty is in South Hayward. After comparing the same demographics, percentage of socio-economically disadvantaged, English language learner population, and poverty rates, with the greater Hayward area and Alameda County, it is clear that a high-quality school like Hayward Collegiate is needed in South Hayward. All three comparisons are highlighted below in Figure 1.

Figure 1: Comparison of Target Community to Hayward and Alameda County

| Region Comparison | South Hayward ³ | Hayward ⁴ | Alameda County ⁵ |
|---|----------------------------|----------------------|-----------------------------|
| Socio-economically Disadvantaged | 76.07% | 66.5% | 56.4% |
| English Language Learner | 50.71% | 29.8% | 32.6% |
| Percentage of total individuals living below the poverty line | 24.5% ⁶ | 13.2% ⁷ | 10.7% ⁸ |

How the LEA plans to serve this student body:

Our school approach will meet our student body and community needs by adhered to the following core pillars:

1. Creative & critical thinking is a mindset that must be intentionally taught.

A school must be intentional in prioritizing teaching students *how* to think, how to ask relevant questions and how to synthesize information in addition to achieving strong content mastery. In this way, students will develop the multi-faceted skills needed to thrive and live lives of opportunity. Hayward Collegiate is designed in response to this research, with educational elements that challenge students to understand and communicate complicated, engaging, multi-day assignments, which will be achieved through a combination of our extended school day and having two adults in core classes that allow for individualized supports for each student.

2. Excellent teaching is the foundation of student success.

In addition to individual teacher coaching and observations, teachers participate in both summer professional development and targeted weekly professional development, which includes peer

² "Hayward, California Education Data." Hayward CA Education Data, www.towncharts.com/California/Education/Hayward-city-CA-Education-data.html.

³ We averaged the percentages of all the seven schools listed in Figure 4 to get the averages for the percentage of socio-economically disadvantaged and English language learner population.

⁴ "District Profile: Hayward Unified." District Profile: Hayward Unified (CA Dept of Education), www.cde.ca.gov/sdprofile/details.aspx?cds=01611920000000. This information was used to collect averages for the percentage of socio-economically disadvantaged and English language learner population.

⁵ "Alameda County." Ed-Data, www.ed-data.org/district/Alameda/Alameda-County-Office-of-Education. This information was used to collect averages for the percentage of socio-economically disadvantaged and English language learner population.

⁶ This is an average of the Jackson Triangle and Harder-Tennyson poverty rates. This information was retrieved from city-data.com

⁷ "Hayward, California (CA) Poverty Rate Data Information about Poor and Low-Income Residents." Hayward, California (CA) Poverty Rate Data - Information about Poor and Low-Income Residents Living in This City, www.city-data.com/poverty/poverty-Hayward-California.html.

⁸ "QuickFacts." U.S. Census Bureau QuickFacts: Alameda County, California, www.census.gov/quickfacts/fact/table/alamedacountycalifornia/PST045216.

collaboration, and more than twenty days of full professional development days each year targeted specifically to instructional planning, differentiated learning, and data analysis.

3. Individualized student support propels student mastery and is enhanced by the intentional use of technology.

We firmly believe that technology cannot be used as a substitute for direct instruction, however we do believe in its power to allow teachers to design targeted instruction that can immediately address students' individual learning needs. To this end, our academic program incorporates two adults in math and literacy instruction that allows students to receive instruction from a teacher, get targeted support from a paraprofessional if needed, and engage in blended learning that pushes student achievement through adaptive learning software.

4. College preparatory curriculum is relevant and rigorous.

We expect that most students who enroll will come from traditionally underserved populations, thus our extended school day and school year best ensure that all students and all subgroups of students will have access to college preparatory curriculum for additional minutes and additional days in all years. This extra time will be devoted to increasing the quality and quantity of time spent in Literacy and Mathematics instruction, robotics or computer science, as well as daily intervention time that will provide individualized support to all students.

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

- Teacher-subject Specialization:** Teachers will specialize in literacy and social studies or in math and science so that students are receiving a stronger education from the beginning of their educational experience. Students will move between two teachers of the same grade level for the purpose of instruction in specific subjects

- Individualized Supports for Each Student:** Students at Hayward Collegiate will benefit from having two adults in the classroom - one certified lead teacher and one paraprofessional to assist students in instructing reading, writing, and mathematics. Our school model also combines blended learning, which allows for highly individualized instruction through online adaptive technology.

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

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

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

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

- **Response to Intervention:** we will have a tiered service model for struggling students that includes academic, behavioral, and social-emotional support.
- **Expanded, Comprehensive, and Targeted Professional Development:** Hayward Collegiate respects the impact a high-quality teacher makes on delivering daily instruction to students and so will invest in recruiting, hiring, developing, and retaining excellent teachers who are equipped with the curricular and professional resources that will lead to student mastery. To ensure we have a strong team for the students of Hayward Collegiate, we will have more than twenty days of annual professional development, 2 hours of weekly professional development, and weekly individual coaching and support for every teacher.

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

LCAP Highlights

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

Hayward Collegiate is opening in the Fall of 2019. Given the predicted population of approximately 50% English Language Learners, approximately 70-80% low income, and 11% special education (in line with the population of Hayward Unified School District).

Our focus is to provide a strong foundation for the school to meet our measurable goals that support student learning. We are proud of the work we have done thus far to engage with our school community to build partnerships that increase student and parent engagement.

Review of Performance

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

Greatest Progress

The school is scheduled to open in the Fall of 2019, so does not yet have any performance indicators. This section is N/A.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The school is scheduled to open in the Fall of 2019, so does not yet have any performance indicators. This section is N/A.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The school is scheduled to open in the Fall of 2019, so does not yet have any performance indicators. This section is N/A.

Comprehensive Support and Improvement

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

Schools Identified

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

Hayward Collegiate not identified for CSI

Support for Identified Schools

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

Hayward Collegiate not identified for CSI

Monitoring and Evaluating Effectiveness

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

Hayward Collegiate not identified for CSI

Annual Update

LCAP Year Reviewed: N/A Hayward Collegiate opens in 2019-2020.

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

Goal 1

The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

State and/or Local Priorities addressed by this goal:

State Priorities: The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

Local Priorities: The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

Annual Measurable Outcomes

Expected

Actual

| Expected | Actual |
|----------|--------|
| | |
| | |
| | |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
| | | | |

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.

The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

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

The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

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.

The school is scheduled to open in the Fall of 2019, so does not have any performance indicators. This section is N/A

Stakeholder Engagement

LCAP Year: 2019-2020

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?

Hayward Collegiate consulted with and proactively communicated with local teachers, staff, the Board of Directors, families of interested and enrolled students, and other community stakeholders in developing the LCAP. We acknowledge the critical nature of family and community engagement in the founding of Hayward Collegiate. In the design process, we have engaged with a diverse set of community stakeholders utilizing multiple strategies for our outreach.

The school is planning to open Fall 2019 and our enrollment will not be fully complete until approximately September of 2019. As such, we do not yet have any students. Teachers are in the process of being hired.

The goals and metrics in the charter (Measurable Student Outcomes) are aligned to the state priorities. We conducted many community focus groups in January 2018, specifically for feedback on the goals. Then we held strategic planning meetings with a team of community leaders from the focus groups.

Once the school is open, we plan to do the following in later LCAP years:

- Use results of community surveys from students, faculty, and families to guide writing of the plan.
- The LCAP plan will be presented to faculty during PD annually for feedback.
- The LCAP plan will be presented to the board annually for feedback.

Impact on LCAP and Annual Update

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

Hayward Collegiate's consultation with staff, board of directors, and stakeholders has allowed us to better understand how to measure successful implementation of the school model and what success will look like for the 2019-2020 school year and beyond.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Many of our scholars will most likely enter reading below grade level. Given the predicted population of approximately 50% English Language Learners, approximately 70-80% low income, and 11% special education (in line with the population of Hayward Unified School District), all scholars will need support with targeted strategies, including small group instruction and pull out services.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|----------------------------|
| NWEA MAP: % showing growth from Fall to Spring | NA | NA | [NA | >70% meeting growth target |

| | | | | |
|---|----|----|----|--|
| % of students in Special Education meeting 75% of IEP Goals | NA | NA | NA | >70% |
| 100% of core teacher who are highly qualified as measured by ESSA Act and audit of teacher assignments. | NA | NA | NA | 100% |
| Teacher survey: 100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date. | NA | NA | NA | 100% |
| 100% of EL students will access academic content knowledge through the implementation of the CCSS, so they are proficient in English, Literacy, and Math. | | | | The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually. |
| Hayward Collegiate's reclassification rate will exceed the District's reclassification rate by at least 5%. | | | | The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually. |

Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| NA | NA | New |

| | | |
|--------------------------|--------------------------|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| NA | NA | <ul style="list-style-type: none"> Standards-aligned benchmark assessments in all subject areas Personalized instruction during reading and math blocks – adaptive online programs and small group instruction Teacher-subject specialization Up-to-date standards-aligned instructional materials, evaluated by faculty |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$117,122 |
| Source | | | LCFF Base |
| Budget Reference | | | <ul style="list-style-type: none"> ● 4100 – Approved Textbooks & Core Curricula Materials ● 4200 Books & Other Reference Materials ● 4300 – Materials & Supplies ● 4320 – Educational Software ● 4420 – Computers ● 5878 – Student Assessment |

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|--------------------------|--------------------------|--|
| NA | NA | New |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| NA | NA | <ul style="list-style-type: none"> • Use of online learning programs for specialized supports • RTI program and Student Support Team: Identification and support for struggling students • Early intervention plans • Small group instruction • After school intervention which will be used for deeper dive into academic content in a tutor setting |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | NA | NA | \$353,665 |
| Source | | | LCFF Base, Supplemental and Concentration |
| Budget Reference | | | <ul style="list-style-type: none"> • 1100/1148 – Certificated Staff |

Action 3

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----|----|-----|
| NA | NA | New |
|----|----|-----|

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

- All teachers and staff will go through a rigorous hiring process, which includes paper screening, phone interview, performance task, and reference checks. All teachers will meet ESSA legislation.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$10,940 |
| Source | | | LCFF Base |
| Budget Reference | | | <ul style="list-style-type: none"> 5785 – Staff Recruiting |

Action 4

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

NA

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

NA

- Includes push-in and pull-out services to meet the needs of students with IEPs

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
|------|---------|---------|---------|

| | | | |
|------------------|----|----|--|
| Amount | NA | NA | \$535,665 |
| Source | | | LCFF Base |
| Budget Reference | | | <ul style="list-style-type: none"> • 1148 – Teacher – Special ED • 5869 – Special Education Contract Instructors |

Action 5

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

Students to be Served:

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

Location(s):

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

| | |
|--|-------------|
| | All Schools |
|--|-------------|

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

| | | |
|------------------|-----------------------------|-------------|
| English Learners | Limited to English Learners | All Schools |
|------------------|-----------------------------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----|----|-----|
| NA | NA | New |
|----|----|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|----|----|---|
| NA | NA | <ul style="list-style-type: none"> • Instructional program that includes differentiated and personalized |
|----|----|---|

| | | |
|--|--|---|
| | | <p>instruction and learning, with regular benchmark assessments aligned to the ELD standards</p> <ul style="list-style-type: none"> ● ELD course ● Teacher PD for ELD strategies an instruction, supporting academic English, and cultural competency/culturally responsive teaching ● Explicit EL strategies in all classrooms including: <ul style="list-style-type: none"> ○ Small group support ○ Reading support groups ○ Specifically teaching academic English ○ Pre-teaching vocabulary ○ GLAD strategies. |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$467,665 |
| Source | | | LCFF Supplemental and Concentration |
| Budget Reference | | | <ul style="list-style-type: none"> ● 1148 – Teacher – Special ED ● 5869 – Special Education Contract Instructors ● 1100 – Certificated Staff |

Action 6

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

Students to be Served:

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

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English learners, foster youth, low income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

NA

NA

New

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

- Professional Development sessions on:
 - CCSS and NGSS
 - Data-driven instruction
 - Community building
 - Classroom management
 - Working with struggling/at risk scholars: Special Education, Els, low-income, foster youth

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> o Culturally competent teaching • Collaborative teamwork • Teachers develop Personalized Goals for targeted coaching and PD sessions |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$50,919 |
| Source | | | LCFF Supplemental + Concentration and Title II |
| Budget Reference | | | <ul style="list-style-type: none"> • 5863 – Professional Development • 5884 – Substitutes |

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

New

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Hayward Collegiate understands that scholars and parent support is critical to student success, so we have several actions to ensure family involvement. This includes trainings and meetings that grow the capacity of our parents for family engagement. We are committed to building a strong, supportive, and consistent school culture so students want to come to school and engage with faculty who are committed to their success.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|--|
| Parent Survey: 80% of parents express satisfaction with Hayward Collegiate | NA | NA | [NA | 2019-2020 will be baseline year |
| Parent Survey: % of parents who feel engaged in school decision-making | NA | NA | NA | 2019-2020 will be baseline year. |
| Suspension rate: <5% | NA | NA | NA | 100% |
| Expulsion rate: 0% | NA | NA | NA | 100% |
| ADA (attendance rate): 95% | | | | The number of students meeting or exceeding ELPAC performance expectations will increase by 5% annually. |
| Chronic absence rate: <10% | | | | |
| School safety: Aggregate score of 4 (out of 5) on School Safety MESH student survey | | | | |
| Teacher survey: 80% of teachers expressing satisfaction with Hayward Collegiate | | | | |
| | | | | |

Planned Actions / Services

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

Action 1

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

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

OR

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

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

Actions/Services

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| NA | NA | New |

| | | |
|--------------------------|--------------------------|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| NA | NA | <ul style="list-style-type: none"> • Board representation: One parent is elected to the Board to provide feedback • Informal survey development throughout the year to address school issues and inform discussions • Regular review of attendance and planning of attendance initiatives: |

| | | |
|--|--|---|
| | | Identifying students who are in need of attendance interventions and creating action plans with families. |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$130,000 |
| Source | | | LCFF Base |
| Budget Reference | | | <ul style="list-style-type: none"> 2400-Clerical Staff |

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----|----|-----|
| NA | NA | New |
|----|----|-----|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--------------------------|--------------------------|---|
| NA | NA | <ul style="list-style-type: none"> Engage all members of the school and local community Create partnerships within the community for social, health, and educational services for students and families |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | NA | NA | \$8,000 |
| Source | | | LCFF Base |
| Budget Reference | | | •5851 – Marketing and Student Recruiting |

Action 3

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----|----|-----|
| NA | NA | New |
|----|----|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|----|----|--|
| NA | NA | <ul style="list-style-type: none"> School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community |
|----|----|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---|
| Amount | NA | NA | \$43,431 |
| Source | | | LCFF Base |
| Budget Reference | | | <ul style="list-style-type: none"> 4410-Classroom Furniture, Equipment & Supplies 5515-Janitorial, Gardening Services & Supplies 5615-Repairs and Maintenance – Building |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 130,583

38 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The most significant ways that Hayward Collegiate increases support for our unduplicated pupils is through our student support structures, specialized teacher professional development and our community engagement programs.

Our support structures for students and enrichment programs are about providing all scholars the necessary support they need, before or after school to allow them to truly thrive and develop a sense of confidence in regards to their academic standing. Our scholars will most likely be coming in below grade level and they are missing the enrichment opportunities and support that more affluent school districts around us experience.

We are committed to targeted professional development for all of our teachers, especially considering they work with more struggling or at-risk students, using data to inform our instruction.

Community engagement is critical to the success of Hayward Collegiate because we believe our families are our anchor and their support is critical to student success. The following are the specific Actions and Services contributing to meeting the Increased or Improved Services requirement:

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

Goal 1, Action 5 (EL)

Goal 1, Action 6, (EI, Foster, Low Income)

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

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter

school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?