LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Oakland School for the Arts		
Contact Name and Title	Brian Kohn Exec. Director	Email and Phone	bkohn@oakarts.org 510--873--8800

2017-20 Plan Summary

THE STORY

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

OSA inspires its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. Students graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools. Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program. Students study one of nine art forms they enter through an audition process. OSA students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. OSA students attend college at over a 95% rate and have been accepted into top schools throughout the United States and internationally. The OSA environment is vibrant, energized and supportive. The arts programs infuse the campus with a great sense of purpose: students are able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. In addition, the school is part of a thriving arts community in Uptown Oakland and open its doors to everyone for performances and gallery showings. OSA families are great ambassadors for the school and are involved in all aspects of school life. Looking into the future, the OSA vision is to give the world generations of innovative problem-solvers and critical thinkers who demonstrate the essential value of the arts in all that we do.

LCAP HIGHLIGHTS

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

Overall we are seeing all indicators moving in the correct direction and in many cases we have realized or surpassed our goals.

Test scores are up, attendance is up and student satisfaction is strong. Math scores, in particular, have shown some real growth.

Areas for growth - We still need to work on teacher satisfaction with PD time. Attendance is strong but not quite where we want it, and suspension rates and achievement gap remain a challenge.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Math scores for all students have gone up significantly growing 28.2%. Low socio-economic scores have increased 17.5% The growth we are seeing here is a result of the new CPM curriculum we are using and the ongoing training we have been providing math teacher around this curriculum. We plan to go forward and dedicate the funds necessary to continue this training/support.

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

GREATEST NEEDS

Still work to do on our math scores as AA students scores remained constant. Although we are seeing good growth in Latino and low socioeconomic populations, they are still not up to the performance levels we are targeting. We are applying ongoing resources for CPM training and we are setting aside resources for support classes.

Another area to call out is our suspension rate. It is higher than we would like and disproportionate when comparing students with disabilities, AA students and low socioeconomic students to the general population. As a school we are investing and moving toward restorative practices, This will require training for our entire school staff and our commitment of the necessary resources necessary to achieve.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Low socioeconomic and AA students are our two areas where we see the greatest need. Academic performance across the board, attendance rates, and suspension rates are all disproportionate when comparing these groups to the general population. Specific to academics -- we are increasing our support classes for our students, reorganizing our academic counseling team to be focused better on kids (for the first time a student will have an identified counselor for them rather than the a la carte support system we have been using), We are also identifying formative /summative assessments in all departments and using this data to form department goals, build focused PD, and to identify struggling students in time for re-teaching.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We have a program the reaches down into the elementary schools to help prepare students for OSA. This program is called Step It Up and in a short time it has proven to be quite successful. It provides arts training to students in the above mentioned populations because we have found that these students often have no other way to access this sort of training. Step it Up works in specific zip codes targeting very specific populations. Our plan is to expand this program into our own middle school because we have found these students often need extra support to be successful once they get to OSA. This expansion is not only going to be grade level but also primarily focused on academics.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$9,538,728
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$156,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

I believe all LCAP expenditures are addressed in this report.

$6,074,847	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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	1. To serve the local community by recruiting, admitting and retaining a diverse student body, and by inviting the community in to be part of the life of the school and by having the students be visible and contributing to the community.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL <u>Fiscal Development, Parental Expertise</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Student internship and senior project more fully developed; fiscal goals met through the annual fund; students playing and performing in the community at least twice per department per year.	Senior internships were continued this year but no substantial growth. Fiscal goals through the annual fund were met with a significant increase in giving and the end of year balancing out to zero deficit spending

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	**ACTUAL**
1.a Examine the ethnic and socioeconomic data and identify the gaps between city and region demographics and those of OSA. 1.b Identify student recruitment and retention barriers and develop plans to overcome them. (Executive Director, Diversity Coordinator, Outreach Team) 1.b.1 The Diversity and Recruitment Team (established in 2014-15) will target East and West Oakland elementary and middle school-aged children through neighborhood (as opposed to school) contacts with an aggressive but non-	1.a. We have done extensive pre and post-audition surveys to determine from which regions of Oakland we are attracting students. This is being done to fully understand how well we are attracting a diversity of students. It is also is helping us understand if our audition system has a built in bias. 1.b. barriers tend to be a lack of exposure to the arts, retention barriers are often students coming in with far below grade level academic skills. 1.b.1 The diversity and Recruitment team has been instrumental in setting up our Step it Up program which

exclusive effort to recruit students of color across all arts areas, developing a sustainable and coherent recruitment, admission and retention program; and

1.b.2 The OSA outreach program, known as Step It Up, will offer free after school and summer classes to connect underserved Oakland youth with specialized art instruction in the area of their interest or aptitude, taught by qualified OSA instructors paid by OSA; and

1.b.3 Students in the Step-It-Up program will have their own audition, and if admitted, will be assessed academically and artistically to determine if further supports are necessary to give them the greatest chance of success at OSA.

1.b.4 OSA leaders will be part of the Oakland charter school community effort to work with OUSD on areas of mutual interest, including recruitment, enrollment, calendar alignment and communication strategies to offer students and families the best educational choices for the individual child.

1.b.5 OSA leaders will look into OUSD initiatives, such as the African-American Male Achievement effort, to determine if there are program connections that OSA could act upon to align with the AAMA mission and also serve its own strategic plan. (Dean)

1.c Develop a set of achievable, goal-specific metrics that will indicate whether or not progress was made toward Goal I. (Executive Director)

1.c.1 Step-It-Up will reach 100 students per year, audition 80 and admit 20 (a 25% success rate); and

1.c.2 The school will achieve and maintain a consistent ethnic mix across all grade levels, and that precise statistical mix will be determined by the team once the plan is in full effect for three years and achievable goals can be established as close to Oakland city demographics as possible; and

1.c.3 Using departmental demographic data, OSA leadership and arts staff will examine departmental statistics to determine the appropriate goals for each department in terms of size and diversity.

1.c.4 OSA will increase the enrollment of students qualified to be in the federal Free and Reduced Lunch program (in 2015-16, 14% of OSA's students would have qualified) to a level determined through the process above.

identifies and prepare students for OSA auditions from underserved communities. It also works with local organizations to provide clubs and leadership for at-risk populations.

1.b.3, 1.b.4 OSA has been doing direct outreach efforts to connect with our local East Bay community. Many of these partnerships are leveraged through our Step It Up program in which we do direct outreach to local schools and afterschool programs.

Our Step It Up outreach effort includes the following schools and programs:
Frick Impact Academy
Edna Brewer
Elmhurst
Claremont Middle School
Urban Promise Academy
Think College Now
Cox Elementary
Bushrod Rec Center
Montera
Ile Omode
Westlake Middle School
Bret Harte
Roses in Concrete Elementary
COVA
NOCCS
Manzanita
Acorn Woodland
Cox Academy
Allendale

1.b.5 We have had preliminary talks with Man Up a local organization supporting young AAMales. We are looking into offering some of their curriculum/courses at OSA.

1.c Our metrics are the makeup of our application and accepted population as it relates to ethnicity, Socioeconomics, ELA students, and Students with Disabilities. These are measured through our own surveys and CBEDs data.

1.d OSA's performances are open to the public, and we will ensure that a wide range of local officials, business neighbors and others are invited and attend OSA events. The newly established Arts Advisory Board will be part of this effort to establish official community presence at OSA in meaningful and authentic ways. (Executive Director, Development Director)

1.e The visibility and presence of OSA in the community will include holding many of its own events (State of the School address, Arts Advisory Board meetings, student shows and showings) and also attendance at the events of other entities. OSA leadership will serve on Boards, panels, review teams, Task Forces both locally and internationally. The essential memberships that benefit OSA will be maintained: The National Arts Schools Network (ASN); The California Arts Council (CAC), and the Oakland Chamber of Commerce. (E.D., CBO, Development Director, Artistic Director, Director of Special Ed. – the cabinet)

Goal 1 Action Items 2016-2017 2017-2018 2018-2019
1a, 1b, 1c. Examine demographic data, compare to OSA, identify gaps, develop strategy Step-It-Up Year 3, expand partnerships, analyze landscape for possible blockage points Continued building of partnerships Program assessment
1d. Utilize OSA performances as outreach tool. Invite officials, schools, artists Arts Advisory creates identity through signature event such as Dance opening night in May Continue, with development angle involving fund-raising Build in as part of the post-founder era.
1e. OSA leadership will maintain strong ties to ASN, CAC, CCSA, OAKLAND CHAMBER, OUSD, others Spread attendance and contact lead positions among a range of OSA stakeholders Assess for development potential Program assessment

1.c.1 We had approximately 50 students in Step it Up. As a result, all the other numbers are down about 50% as well.
1.c.2 This plan has not been in effect for three years so this has not been established. it is also highly problematic to set specific ethnic ratios for the school, instead, we focus efforts on certain communities to increase their access to and participation in OSA.
1.c.3. Discussion of department size is an ongoing and fluid topic. Needs change, capacities shift, but overall the desire for and appropriate balance amongst all departments is still the goal. Again defining diversity by department is not feasible.
1.c.4 This is being addressed through the process above. Current FRL stands at about 13%.

1.d Due to a leadership change the formal Arts Advisory Board was suspended. However, OSA has been working with many stakeholders including Oakland's Cultural Affairs Manager, the Oakland Museum, The Crucible, Flight Deck, Piedmont Piano, and othersWith the implementation of CTE pathways next year we will establish a new one as a part of that process. All performances and shows remain open to the public.

1.e. All of the Goals in 1.e have been met with the exception of the Arts Advisory Board.

Expenditures

BUDGETED
Step It Up Recruitment program: 2000-2999: Classified Personnel Salaries Locally Defined $47,000

Diversity Coordinator: 2000-2999: Classified Personnel Salaries $8,000

Materials and Supplies: 4000-4999: Books And Supplies $5,000

ESTIMATED ACTUAL
2000-2999: Classified Personnel Salaries $48,988

Diversity Coordinator: 2000-2999: Classified Personnel Salaries $8,000

Materials and Supplies: 4000-4999: Books And Supplies $5,822

Action **2**

Actions/Services

PLANNED
Staff will continue to explore greater possibilities for students in outside activities, community-based performances and most importantly formal internships and community involvement in their senior projects.

ACTUAL
This year we have done preliminary work with CTE pathway development and for this coming year, we plan to convert about 80% of our arts programs into CTE pathways. By doing so we will be heavily involved with local industry, community, and local artists. In addition our curriculum will be under the watch of our CTE Arts Advisory Board.

Expenditures

BUDGETED
No Cost 0

ESTIMATED ACTUAL
special CTE consultant 5800: Professional/Consulting Services And Operating Expenditures $8000

Action **3**

Actions/Services

PLANNED
Math achievement initiatives will include:
a. Regular departmental collaboration on student work
b. Administrators (2 of whom were math teachers) supervise classroom instruction and meet with teachers regularly
c. Quarterly review of grades and assessments.
d. Design services

ACTUAL
Math teachers volunteered time each week in the after school Learning Center to otter tutoring to students. Middle School course offerings have included a Math Lab scheduled as a pull out course paired with PE offered on alternate days by grade level. CPM Curriculum implementation was introduced in the middle school for courses Core Connections, Course 1 (CC1 - 6th grade), Core Connections, Course 2 (CC2 - 7th grade) and Core Connections Algebra (CCA - 9th grade course). The 8th graders were placed in the 9th grade course because prior to Common Core standards, they had taken Pre-Algebra which included topics offered in the Core Connections, Course 3 (CC3 - 8th grade) curriculum. Family hands-on Math Nights have been offered to give parents access to the actual classroom experience the learning modalities used in the curriculum for their student's course. An overall preview of key lessons from all coursed up through Pre-Calculus have to provide teachers with the research and philosophy of the textbook provider as well as planning by chapter for the lessons throughout the school year.

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries 27,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries 27,216

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 many elements listed above define the overall implementation. there essentially will be expansion on this as we see what we are doing is working but it is not broad enough to reach all students yet. Support Services has not had a head counselor, students have not been assigned a head counselor and as a result Advisory teams, academic intervention, and general support has not been as robust as it should be. This will change in the upcoming year. Credit Recovery has been a success with 100% of the students making up the missing credits and graduating on time.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	it has been effective as we have seen students who have worked through multiple grade levels achieve at a high rate. Specifically, AA students in all but grade 11 have essentially closed the achievement gap. We are still working on academic performance variances in other areas but when looking at CAASPP scores the movement is encouraging.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between plan and 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.	The only addition to this goal will be a well defined formative/summative assessment calendar. The resultant data will drive the goal setting, PD activities, sharing of best practices and intervention practices.

Annual Update   **LCAP Year Reviewed: 2016-17**

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 2	2.OSA will maintain a high degree of academic excellence and this will include materials, textbooks, facilities and specialized places.

State and/or Local Priorities Addressed by this goal:

STATE   ☒ 1   ☒ 2   ☒ 3   ☒ 4   ☒ 5   ☒ 6   ☒ 7   ☒ 8

COE   ☐ 9   ☐ 10

LOCAL   <u>Meet colege prep requirements, work with community input</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
2.c Develop a set of achievable, goal-specific metrics that will indicate whether or not progress was made toward Goal II. 2.c.1 Ensure, through parent communication, Open Houses and program development, that retention from the 8th to 9th grade exceeds 75% annually in total, and that this applies across all departments. 2.c.2 Student achievement measures will reach levels commensurate with student potential as measured by student grades in academic classes at OSA. In State standardized testing, levels will be commensurate with State expectations for OSA derived from baseline data collected in 2015 (actual levels determined in 2016). 2.c.3 AP, SAT and ACT scores will reflect that OSA students are eligible for the colleges they selected and commensurate with their academic grades.	2.c. Metrics being used are SBAC testing, MDTP Mathematics Diagnostic Testing Project CSU/UC, grades, etc. 2.c.1 Retention is approximately 80%. 2,c.2 Students exceed state and district averages. 2.c.3 College acceptance rate is 97% so we believe all standardized testing rates are competitive.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

2.a OSA will develop an internal process (modeled on the kaizen, a Japanese term for improvement that has become a respected business practice) that examines, records and analyzes conditions at the school to set a direction for continuous improvement and quality enhancement. The primary focus will be on enhancing math and science programs, although any area of the school that indicates growth is needed will be addressed by Year 3 of the plan. (Principals)

2.b As the kaizen uncovers areas of need, teams comprised of the involved OSA staff will address the challenges with an eye toward systemic improvements on both the long and short term levels.

2.b.1 2016 – 2019 Initiatives for Academics Programs:

- Science (Biology and Chemistry) classroom laboratory enhancements (Middle School and High School Principals, Science Department Chair); and
- Appoint STEAM coordinator (Science-Technology-Engineering-Arts-Mathematics curriculum) to oversee lab conversion, activities, enrichment for advanced students, new coursework (The Art of Science as a 9th grade course) and possible AP Science offering. Across three years, continue to invest in STEAM materials and professional development for multiple staff members
- Ensure that Science and Math staff are given ample time to plan, collaborate, design and monitor progress of student achievement in those subject areas through the Monday early release PD program; adjust the master schedule to allow for the Science chair to have time for classroom observations and teacher meetings; and
- Effect a Physical Education program overhaul: facility procurement and/or community partnerships with rock climbing gym, ice rink, sports leagues; City of Oakland Parks and Recreation. (Middle School Principal, PE Faculty); and
- Host early (October/November) academic Open Houses for parents of OSA 8th graders with a specific emphasis on

ACTUAL

2.a Due to leadership change the formal Kaizen approach has not been implemented. We have developed an extensive strategic plan and in that plan one of our 4 pillars is Academic Excellence. This plan was developed based on an examination of all testing data and internal surveys. The pillar on Academic Excellence specifically calls out the needs identified in math and science. Underachievement for subgroups and anecdotal information around college readiness have been a central focus as of this pillar. As a result, we have an Academic Excellence Committee that meets regularly to discuss strategies, curriculum, needs, and barriers when it comes to improving our academics.

2.b.1 2016-2919 Initiatives and Academic Programs
* minimal enhancements at this point, looking for new spaces.
* We do have a STEAM Coordinator and the Lab is equipped and up a running. Currently, it is primarily enrichment but we are looking into stand-alone curriculum for the future. Through CTE we are planning to expand resources and formalize curriculum.
* Science and Math staff have been given ample time to plan, collaborate, design and monitor progress of student achievement in those subject areas through the Monday early release PD program; we have adjusted the master schedule to allow for the Science chair to have time for classroom observations and teacher meeting.
* We have created a partnership with the Ice Arena and Rock Climbing Gym. We have not yet created a Physical Education program that has enjoyed new facility procurement and/or community partnerships to the extent we would like. We will next focus on developing a partnership with the City of Oakland Parks and Recreation.
* We have Hosted early (October/November) Academic Open Houses for parents of OSA 8th graders with a specific emphasis on demonstrating the improvements in math/science spaces and course offerings.

demonstrating the improvements in math/science spaces and course offerings. (MS/HS Principals, Admissions); and

- Host Open Houses for prospective students and families with the same emphasis on math and science coursework and facilities (as above); and
- Develop assessment to allow for students to enter the math curriculum at a level commensurate with their abilities (MS/HS School Principals, Math Chair)

2.c Develop a set of achievable, goal-specific metrics that will indicate whether or not progress was made toward Goal II.
2.c.1 Ensure, through parent communication, Open Houses and program development, that retention from the 8th to 9th grade exceeds 75% annually in total, and that this applies across all departments.
2.c.2 Student achievement measures will reach levels commensurate with student potential as measured by student grades in academic classes at OSA. In State standardized testing, levels will be commensurate with State expectations for OSA derived from baseline data collected in 2015 (actual levels determined in 2016).
2.c.3 AP, SAT and ACT scores will reflect that OSA students are eligible for the colleges they selected and commensurate with their academic grades.

2.d The school leadership and the faculty will jointly design and execute a Professional Development plan that will support the needs of teachers, include many facets of PD (outside experts, collaborative time, in-house presentations, readings and reflections, Departmental and Division time). A faculty PD coordinator will be paired with a lead administrator to ensure teacher needs are expressed in the program design. Formal program evaluations will be done at the end of each year.

* We have developed and implemented an assessment to allow for students to enter the math curriculum at a level commensurate with their abilities (MS/HS School Principals, Math Chair)

2.c We have a number of metrics in place to measure this goal. Testing data, student parent surveys, Williams Act, etc.
2.c.1 We have exceeded this goal to where our retention rate is approximately 80% between 8th and 9th grade.
2.c.2 OSA academic achievement in all areas exceeds state and district averages.
2.c.3 Our college acceptance rate is about 98% which indicates AP, SAT and ACT scores reflect that OSA students are eligible for the colleges they selected and commensurate with their academic grades.

2.d Due to the leadership change there was no Executive Director for a good portion of the year subsequently this goal was not met. However, school leadership and faculty have jointly designed a Professional Development plan for 21017-2018. The plan will support the needs of teachers, include many facets of PD (outside experts, collaborative time, in-house presentations, readings, and reflections, Departmental and Division time). Formal program evaluations will be done at the end of each year.

In terms of ELA, the following actions have taken place./English Language Arts teachers used sentences from the CPM curriculum as their "Daily Oral Language" sentences and/or vocabulary to model to students that subjects do not have to be learned in isolation.
Budgeting and planning began to purchase the 8th-grade through 12th-grade curriculum. Arts and academic faculty reviewed all students' previous year's CST scored during the August PD sessions. It was very enlightening for Arts Faculty to see how students scored on ELA and Math tests, specifically in connection to how the students perform in their Art Emphasis as learners.

Expenditures	BUDGETED Science and Math Costs including facility upgrades . $244,110	ESTIMATED ACTUAL STEAM lab $24,528

Action **2**

Expenditures	BUDGETED $	ESTIMATED ACTUAL

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.	
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.	We did not constructed the planned wet lab for Chemistry & Biology
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.	

Annual Update

LCAP Year Reviewed: 2016-17

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 3	3. OSA will maintain high degree of artistic excellence through teacher professional development and high standards set for students.

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
Strategic Planning goals are met systematically and regularly by consistent monitoring of plan and alignment of actions and expenditures with plan specifics.	Most of the goals have been met - i.e new spaces for music and art, some are still works in progress, and long term facilities solutions have risen to a top priority for the ED and the OSA organization.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
1. 3.a OSA will develop an internal process (modeled on the kaizen, a Japanese term for improvement that has become a respected business practice) that examines, records and analyzes conditions at the school to set a direction for continuous improvement and quality enhancement. The primary artistic focus will be on enhancing the arts curriculum to ensure student growth is supported across a 3-, 4- or 7-year continuum.	1.3.a Due to leadership change this strategy has not been implemented. 3.b. All arts curriculum now is being guided by the development of CTE pathways. The pathway development process has provided us with the mechanism necessary to examine all arts curriculum and resources for their relevancy and effectiveness. • A new handbook of pathway curriculum is in development.

3.b OSA arts leadership will use existing teams (Artistic Director, Arts Chairs, Leadership Team, the future Arts Advisory) to study, analyze and develop plans to infuse the arts departments with cutting edge ideas and necessary facilities and equipment to maintain their level of excellence. (refer to Priority IV for major expenditures related to the artistic and departmental goals)

3.b.1 2016 – 2019 Initiatives for the Arts Programs:

o Development of departmental handbook that outlines 7-year curriculum for all arts disciplines (Arts Departments, Artistic Director); and

o Develop two Arts Shadow Days for 8th graders in quarter 2 (November) and quarter 3 (March) wherein 8th graders follow 11th graders' afternoon schedules (Admissions, Academic Staff).

o Establish or accelerate partnerships with a range of institutions, beginning locally. The partnerships should benefit students with curricular enhancements, internships, expanded opportunities. Partners should be active participants in school events, galas and performances.

o Define the role of the Artistic Director to include any producing opportunities or expectations.

o In Visual Art, Instrumental Music and Production Design, ensure that appropriate facility enhancements are planned by Year One, completed by Year Two, and fully implemented by Year Three.

3.c The Artistic Director, with the arts chairs, will design and implement a Peer Observation and Feedback system in which arts staff view the same work together, a minimum of three times yearly, and afterward join in a kaizen to analyze and reflect, and to find school-wide best practices that can be disseminated and employed in varied settings.

3.c.1 The A.D., with other arts leaders, will construct and/or adapt an arts evaluation or assessment rubric that can be used school-wide to gauge quality and aesthetic value of various productions or showings, as well as determine educational value and drive departmental growth plans. (A.D., Arts Faculty)

- Shadow days are being discussed as a possibility for next year. Due to overwhelming demand, there is a question of the necessity for them and or perhaps just doing them for targeted populations.
- partnerships are established and listed below. We anticipate a deepening of this partnerships as advisory committees form next year made of folks from some of the following organizations.
- Artistic Director Role is and established position and it has been much more clearly defined this year.
- facilities remain a challenge. To do all the things we want to do for the different departments requires new facilities. As a result, there has been grant writing, meetings with local political figures, the Governor, local real estate developers etc. all with the purpose of identifying, funding, and acquiring new facilities. At this point, it is difficult to say how this will play out but it is a top priority for the organization.

All of our Arts programs at OSA have created direct partnerships with our local professional Arts organizations and venues.

Our Arts School Partnerships at OSA include the following organizations:
The New Parkway Theater
East Bay Chapter of the United Nations
Camp Reel Stories
Zellerbach
Yoshis
Newstyle Motherlode
Savage Dance Company
The Flight Deck
Ubunta Theatre Project
Cal Performances
510akland
Notes and Words / Children's Hospital
Another Planet Entertainment
Fox Theatre Oakland
Oaktown Production
Oaktown Jazz

3.d The Arts Advisory Board, up to a few dozen local and regional arts leaders, will have a kick-off event in 2016 that will include an invitation to the Council, attendance at an OSA event or performance, and a round table discussion and brainstorm around the future of the Council and how it can support the arts in Oakland and the County, as well as advise OSA on artistic matters and other related initiatives. (Executive Director, Development Director, Artistic Director)

3.e A system will be developed so that artistic offerings, schedules, calendar dates, venue usage and other foundational processes are clearly delineated, and the school can set a calendar in March for the next school year that can remain constant. (Executive Director, Artistic Director)

3.f The choice of artistic work to be presented, and on which students will receive the majority of their training, will be for the most part the province of the Chair of each Art School. Each spring, in discussion over what will be offered in the upcoming year, the Executive Director and the Artistic Director will ensure that the artistic choices are aligned with the core values of the school, both ethically and aesthetically, and that the cultures and backgrounds of our students and families are represented in the work we present.

3.g The arts will be supported by these functions:
3.g.1 Chief Business Officer and Facilities Manager will proactively inspect and repair any facility-related problem, and will stay within maintenance budget. Upgrades, additions, changes will also be handled by CBO and FM.
3.g.2 The Artistic Director will work with arts departments on budgets, staffing, room usage, management of restricted funds, scheduling, and the creation of a joint Fox Theater event at least every other year.
3.g.3 The Development Director will guide department chairs to the use of appropriate development strategies if funds are needed above regular allocations.
3.g.4 The Director of Operations will continue to provide logistical support to the Arts Departments for meeting schedules, agendas, follow-up items, compliance issues.

Berkeley Art Museum
CCAC
Mills College
Oakland Museum
Museum of Children's Arts Oakland
Betti Ono Gallery
Soul Space
The Sound Room
Sanchez Contemporary
25th St. Studios
SAE Expressions College
Oakland Asian Cultural Center
Piedmont Piano Company

3.c.The Artistic Director, with the arts chairs, designed and implement a Peer Observation and Feedback system in which arts staff work with the artistic director a minimum of two times yearly, engage in discussion and critique, and share out best practices with colleagues.
3.c.1 This had proven problematic due to the variety of arts departments and the variety of assessment methods used. Still in the discussion phase.
3d. This has not taken place due to the loss of OSA's Executive Director. A requirement of the CTE program is exactly this; we are confident we will have one in place shortly.
3.e. While not set in March, April/May to be specific, this has been accomplished,
3.f . Through the ongoing discussions at Monday Art Chairs meetings the choice of artistic work to be presented, and on which students will receive the majority of their training is addressed. Each spring, in discussion over what will be offered in the upcoming year, the Executive Director and the Artistic Director in collaboration with the Arts Chairs ensure that the artistic choices are aligned with the core values of the school, both ethically and aesthetically, and that the cultures and backgrounds of our students and families are represented in the work we present.
3.g CBO, AD, DD, DO and ED meet on a weekly basis to discuss the best use of and care of all resources. in addition, multiple individual conversations go on daily around these

		issues. Communication is strong here as OSA truly does work as a high performing team.
Expenditures	BUDGETED Facilities plan to include all the capital expenditures for the spaces that will benefit :Theater, IM, VM, PD, APE, FD -- Year One expenditures have some variance depending on the state of the project. $1,000,000 Artistic Director $25,000 Arts Advisory Board: event expenses $5000	ESTIMATED ACTUAL Facilities plan to include all the capital expenditures for the spaces that will benefit :Theater, IM, VM, PD, APE, FD -- Year One expenditures have some variance depending on the state of the project. $1,026,853 Artistic Director $25,000 The formal board was not created: $0 0

Action 2

Expenditures	BUDGETED Expenses: Special Auditions, events, materials $1000	ESTIMATED ACTUAL expenses $1000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have had some effective PD particularly the cultural responsiveness training. OSA started the new school year without and Executive Director and did not have that position filled until January of 2017. As a result the PD has been inconsistent and the cycle of continuous improvement had not been implemented. Principals did a great job considering the circumstances but without a higher level of organizational leadership it was very difficult to implement all the actions necessary to maintain high degree of artistic excellence through teacher professional development. Peer Observation and Feedback was implemented and actually very successful. Maintaining High standards set for students was a better as much of this work was done by principals and teachers as described above. As mentioned the Arts Advisory Board was not implemented. The on-boarding of a new CBO definitely heloped with section 3 as communication and collaboration around budgets and budget development dramatically increased. Principals, the Artistic Director and school leaders are now integral to the whole budget 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.

We encountered extensive infrastructure issues during the renovation of the Newberry's building. While total expenditure was within acceptable limits (~.03%), we had to defer the Science lab project.

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.

Annual Update   **LCAP Year Reviewed:**   2016-17

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 4	OSA will work toward maximum efficiency within program boundaries to ensure that the school will have a long-term sustainability plan.

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**
Budgets with a purpose -- 1) money in the service of its constituents, with programs running as designed 2)Development meets its fiscal targets each year	OSA has improved budgetary discipline and has implemented position controls that have reduced personnel costs with no impact to our educational mission. Development goals are aggressive. Since California does not fund arts education in a meaningful way, we must fundraise for the total costs of OSA arts staff, materials, and support. Our development function reliably meets its goals.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
4a. OSA Operations and Finance teams will develop and refine operational and organizational processes to improve stability. 4.a.1 OSA's finance team will establish formal fiscal policies and procedures. We will streamline transaction processing and create time for ongoing financial management including	4.a. 1. We have implemented more mature financial and organizational structures. There is more work to do. Budget responsibilities have been deployed to the Principals for the first time in OSA's history. This local ownership will improve visibility and accountability for the sustainable operation of our three schools (Middle, High, Arts).

budget analysis, monitoring key indicators and supporting financial decision-making.

4.a1a OSA's will apply The Fiscal Crisis and Management Assistance Team's (FCMAT) Fiscal Health Analysis tools to evaluate our health against common charter school challenges.

4.a.1b Our budgeting function will increase in transparency and predictability by being deployed to Principals and Budget Owners. The budget process will be moved earlier in the school year and curriculum decisions will be made with a clear understanding of fiscal impacts.

4.a.2 We will evolve our current Human Resources function from a largely transaction-driven role to a strategic role with a mission of finding, developing, and retaining "Best People." as the guiding Strategy:

- Enhance the quality of the faculty and staff through effective recruitment of a blend of teachers at varying experience levels.
- Career advancement and compensation improvement opportunities for educators within OSA will be explored.
- Review our compensation systems with a goal of increasing teacher compensation whenever possible.
- Implement transparent RED (Repeatable, Explainable, Defendable) salary structure that formalizes the salary schedule of the school.
- Maintain an intentional focus on building and cultivating diversity and inclusivity at all levels of staff and faculty.
- Improve retention of high performing teachers through professional development and support, and recognition.
- Early recognition of teachers in need of support and effective instructional leadership.
- Effective supervisory training for leadership positions, including leadership theory.
- Build infrastructure and support systems for collaboration across departments, Arts and Academics and between MS and HS.

4.a.2a We will develop appropriate measures to track, manage, report against HR goals in the areas of:

- Teammate Satisfaction and Retention
- School Culture

4.a.1a . The finance team tracks and reports to the board on key financial indicators. This coming year we plan on implementing a dashboard for KPIs.

4.a.1b . A formal evaluation of OSA's financial health is planned for the coming year. We were successful in conducting a thorough review & analysis of the financial systems and implement process changes as well as educate school leaders and the Board to common Charter School risks.

4.a.2 - We have done earlier recruitment then ever before and expanded our partnership with local colleges and universities in the area. As a result, we were fully staffed for the upcoming year early in the Spring. This has lead to a stability as there are no hires necessary over the summer and we believe we have gotten higher quality hires as well since the candidate pool is deeper and richer early in the spring then it is in August.

- Teachers have enjoyed three years of steady raises and are now compensated at a level that generally exceeds the surrounding school districts.
- RED has become part of the common school language and is now used as a guiding concept in all decision making. Our salary structure is now RED. We have cleaned up many of the contracts and agreements that were inconsistent with the RED concept. We still have a bit more to do in this area but expect to have all this taken care of by the end of the year.
- The focus on diversity is there, however, the results are inconsistent. We will need to redouble our efforts in this area if we truly want to revamp the makeup of our staff.
- PD has been completely reorganized for the upcoming year. Much of this will be dedicated to instructional support for all our teachers as well as goal setting, regular review, coaching and sharing of best practices.
- New Teacher training is in place and a revised teacher observation/evaluation system is in place and has proven to be very helpful in professional growth for all involved.
- "Effective supervisory training for leadership positions, including leadership theory" This is an area where we still need to do a lot of work.

- Diversity
- Professional Development
- Process and Administrative Accountability

4.a.2b We will conduct a strategic analysis of our organizational structure with a focus on alignment of goals with roles for our employees. We will conduct a review of administrative and support functions, and an analysis to align jobs and activities with school goals.

4.a.3 The facilities function in collaboration will develop a guiding principle of obtaining "Effective Facilities" with long-term utility that justifies investments in maintenance, improvements and FF & E.

4.a.3a Our current approach to facilities maintenance is highly responsive and customer-oriented. We will apply the disciplines of site inspection developed by Office of Public School Construction (OPSC). Using a standard facility inspection tool (FIT) we will identify where our buildings fail the standard of "good repair" and prioritize repairs accordingly.

4.a.3b New projects and capital improvements will be defined and planned in partnership with Arts and Academic leaders. We will deploy project management fundamentals and progress reporting, and create an organized system of information and work flow. A future-oriented Facilities team will consider further expansion opportunities if programming vision leads us that way.

4.a.4 Our technology function will expand from only supporting hardware to include "needs analysis" processes for new and improved information systems.

4.a.4a Early systems improvements will include an Employee Self-Service tool for benefits, a File Sharing system for collaboration, and an evaluation of options for improved email and calendaring tools.

4b. The CBO will drive efforts to evaluate the organizational stability and sustainability of the school and will develop sustainability policies and plans to support wise and intentional growth in facilities, personnel, and expenditures.

4.b.1 Our finance function will build a sustainability model focusing on cash flows and balance sheet health over a 5 year projection.

- Through our new PD structure, we have built an infrastructure and support system for collaboration across departments, Arts, and Academics and between MS and HS.

4.a.2a . HR KPI dashboard implementation will begin this coming year

4.a.2b . We have realigned positions and implemented a clearer organization with unambiguous reporting responsibilities.

4.a.3a,b . Facilities work for the past year has been focused on expansion and upgrading of spaces to serve our art program. A general Facilities walk through was conducted with no significant issues identified. We tested the HVAC and Water systems and found no traces of dangerous particulate.

4.a.4 . Our technology program remains highly functional. Strategic changes will be deployed over the coming two years.

4.a.4a We have implemented a file sharing environment that has significantly improved information sharing and collaboration. WE have also installed an employee portal for HR and we are upgrading our Financial and Development systems in the early months of FY2018.

4b. We completed a high spot review of organizational barriers to success at both the school and board and have made changes in how we "greenlight" scope and program growth.

4.b.1-4 . We have completed a sustainability forecast for the next five years with two scenarios re: expansion to new facilities.

4c. The OSA Development team assesses each year's success with a final report and then creates a Fund Development Plan at the start of each new fiscal year which is guided by strategies and data from previous years. The Fund Development Plan outlines strategies and methods for achieving goals laid out for each new fiscal year.

4d . The OSA Development team, in collaboration with the OSA Development Committee and OSA Leadership, is

4.b.2 Our finance function will develop standards for reserve requirements, contingency plans for funding cutbacks and/or deferrals, and reserve approach for unanticipated facility expenditures.
4.b.3 Our facilities function will examine risks and options for program expansion and facilities and drive the development of a strategic "greenlighting" process for new programs.
4b.4 Our HR function will work with academic leaders to develop a strategic hiring and compensation model focusing on blended skills among educators.

4c. The OSA Development Team and the school administration will conduct a thorough analysis of donor patterns and develop plans and strategies based on the findings. This could include a Capital Campaign, an Endowment Campaign and/or other long-range strategies based on future program needs.

4d. The Development Team and Committee will develop plans to generate revenue for the next three years to include: events for specific projects (*i.e. Production Design, new music wing, recording equipment); the Board Gala, the Governor's Gala; the Annual Fund; Grant-Writing, stewardship of current donors; development of new prospects.
4.d.1 The team will be appropriately supported in their efforts by either supplemental personnel for event planning, data entry, and other tasks, or alternately new permanent staff will pick up some of these tasks.
4.d.2 The team will begin the transition from the Governor's Gala to a new event that will encompass those gala donors still connected to the school, the Board of Directors and their guests, and the local business and philanthropic communities. This will conflate the current two-gala model into a single annual event.
4.d.3 The Individual Giving Program will be further developed as a strong source of funding for the school. Thus too will be part of the strategy to transition from the current heavily centralized Governor's Gala model to a more diverse set of funding streams. The various streams will be strengthened through strategic activities that may include small house parties, talks and demonstrations through the newly formed

currently working on creating a 3-5 year plan for the department that will outline current and future sustainable revenue streams for the School.
4.d.1 .   The OSA Development team is currently supported by Staff that help the department to achieve its goals. The team is assessing hiring for new positions as the 3-5 year plan is being developed.
4.d.2 .   The OSA Development team has begun the transition away from the Governor's Gala and is creating a new model that includes those gala donors that wish to stay connected to the School, as well as local businesses and philanthropic communities. The current two-gala model has been condensed into one and will remain so over the next 3-5 years.
4.d.3 .   The Individual Giving program continues to be a primary focus of the Development team at OSA. Incorporating more special events like donor house parties is currently under consideration for next fiscal year.

4e .   The OSA Development team will be upgrading to an improved CRM (Constituent Relationship Management) system for FY17-18 which will allow for more efficient gift processing, tracking and reporting.
4f .   In collaboration with the OSA Development Committee, the Development team is currently reviewing assessing the state of the team and making recommendations for new positions based on the School's short-term and long-term needs and goals.
4g.   The OSA Development team is currently considering how to broaden the School's reach to various communities such as OSA's Alumni community.

OSA Arts Advisory direct management and enhanced focus on the Annual Fund, and special events for specific projects that require funding.

4e. The purchase of a new donor data base will be explored with the following values in mind: ease of use; ability to produce clear reports quickly; customizable to OSA's specific needs; company responsiveness to training and help requests; ability to interface with other programs; component features that allow for minimum purchase at first to be supplemented later.

4f. The Development Committee will assess the state of the Development Team and recommend to the full board a staffing scenario commensurate with the needs of the school. The concept of a major gifts officer will be explored, as will the need for an event planner.

4g. To build and strengthen the OSA development program for the future, the following will be considered: the establishment of an Advisory Board that will serve as outside eyes and ears for the Board; a speaker series or other Thought Leadership events that position OSA at the cutting edge of arts education and community involvement; a Community Outreach staff position, either within or outside of the Development Department; and an Alumni Council with a representative from each graduating class.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	0	improved software systems $7,000

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.	Implementation was and is a collaborative activity based on shared goals. The driving theme of the organizational, financial, administrative, and facilities change is to eliminate unproductive and unnecessary tasks while still meeting all the needs of serving our students. examined the functions and structures in OSA to determine where implementation of predictable and reliable policies and approaches would make the biggest change. The school leaders and the administrative support team developed and refined our approach.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Organizational streamlining, position control, financial transparency, predictable and fair compensation changes, bugetary disciplne, and deployment of authority to decentalized decision-makers are all making a significant impact
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Software upgrades
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.	n/a

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 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?
OSA conducts a range of stakeholder meetings throughout the year. There are monthly parent meetings, monthly Director's Coffees, individual appointment times, departmental meetings in which parents serve as Board members for the different art departments, community meetings throughout the city and at different times in the year -- OSA is a place of high parent involvement and community input.Stakeholders had access to standardized test scores, attendance rates, budget information, departmental staffing ratios, the cost of new facilities, and a host of data that was made available at the September "State of the School" address, an annual event that kicks off each year with the data necessary to inform our decisions.The categories mentioned above are not present in any great numbers at OSA, and in some cases not represented at all. The school, through the outreach program that will be detailed later, id making efforts to serve those students in our program.
As above, with even greater participation than before. Rough statistics tell us that the attendance approaches 65% in the aggregate.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
The stakeholder impact on the LCAP and the school in general is enormous. The following initiatives were directly related to community inout: The STEAM program initiated in 2015; the science lab upgrade plans; leasing new space to accommodate Instrumental Music; leasing space in a local theater for Theater seniors to have a professional experience; developing a stronger math/science program through curricular adoption and staff training; enhancing our college counseling program with extra personnel -- all large initiatives that had some of their origins in the families of our students and the multiple points of entry we provide for input. it also has resulted in the development of a formal OSA Strategic Plan.

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	1. To serve the local community by recruiting, admitting and retaining a diverse student body, and by inviting the community in to be part of the life of the school and by having the students be visible and contributing to the community.

State and/or Local Priorities Addressed by this goal:

STATE	☐ 1	☐ 2	☐ 3	☐ 4	☒ 5	☒ 6	☒ 7	☒ 8
COE	☐ 9	☐ 10						
LOCAL	Fiscal Development, Parental Expertise							

Identified Need

OSA is an ambitious, risk-taking place. In that type of environment, all hands are on deck and families are needed to help with expertise, financial contributions, task completion, and support for the growth and direction of the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Programs defined in 2016-17 will be fully in place; math achievement results will demonstrate progress in 5% increments above baseline (not yet established); student internships and senior projects will be fully instituted in the school.		

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
NA -- Charter School Operates on One-Year Plan	Not Required	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	50,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference		Budget Reference	
Amount	5,000	Amount		Amount	
Source	Locally Defined	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

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
Math achievement initiatives will include: a. Regular departmental collaboration on student work b. Administrators (2 of whom were math teachers) supervise classroom instruction and meet with teachers regularly c. Quarterly review of grades and assessments. d. Design services and PD for teachers based on findings		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference As above.	Budget Reference	Budget Reference

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 2	2.OSA will maintain a high degree of academic excellence and this will include materials, textbooks, facilities and specialized places.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL Meet colege prep requirements, work with community input

Identified Need

With a strong focus on the arts, certain areas in the academic program required extensive work to meet the standards of the school and the expectations of the families.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Student achievement increases by minimum 5% annually as measured by SBAC testing; achievement gap closes by 5% a year as gains made by targeted subgroups exceed gains made by highest group. (Annual repeat of goal from 2016-17 makes increases exponential over time).		

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. Continue funding support team if evaluation warrants it.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Evaluate program to gauge effectiveness and level of services.	Budget Reference		Budget Reference	
Amount	41,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries staff Head Counselor position	Budget Reference		Budget Reference	
Amount	5000	Amount		Amount	

Source	LCFF	Source		Source	
Budget Reference	4000-4999: Books And Supplies Support materials	Budget Reference		Budget Reference	

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. Close the achievement gap through tutoring, support, family involvement		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5000	Amount		Amount	
Source	LCFF	Source		Source	

Budget Reference	1000-1999: Certificated Personnel Salaries Continue to fund teachers for after school tutoring.	Budget Reference		Budget Reference	

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
3. Data Study plan fully implemented through Support Team.		

BUDGETED EXPENDITURES

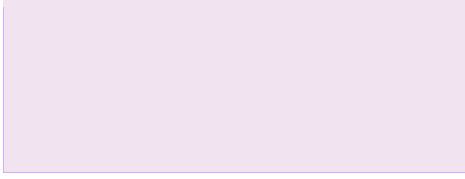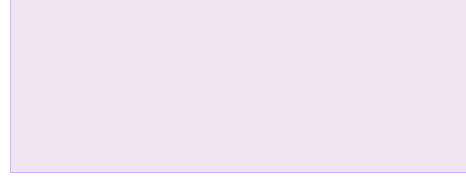| **2017-18**		**2018-19**		**2019-20**	
Amount	8000	Amount		Amount	
Source	LCFF	Source		Source	

| Budget Reference | 1000-1999: Certificated Personnel Salaries
Once implemented, data system costs should be reduced. Continue to train teachers and build data study culture, specifically in math. | Budget Reference | | Budget Reference | |

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 3	3. OSA will maintain high degree of artistic excellence through teacher professional development and high standards set for students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

OSA focuses its talent, resources and energy on training students in the arts, and given the clarity of this mission, the expectation is that the highest standard is met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Fully approved and implemented CTE pathway programs and successful completion by students of CTE pathway courses. Positive annual review of student work and curriculum development by the CTE Advisory Board.		

PLANNED ACTIONS / SERVICES

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

Action **1**

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] African-American and Latino students; Asian students; FRL students, ELL students
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

BUDGETED EXPENDITURES

Amount	35,000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Implement CTE pathways	Budget Reference		Budget Reference	

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 4	OSA will work toward maximum efficiency within program boundaries to ensure that the school will have a long-term sustainability plan.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The rapid growth of the school resulted in fiscal patterns and practices that were appropriate for the time but needss to be adjusted as the school reaches capacity.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Annual budget reports will show no deficit spending and growth of reserve funds. Budget expenditures will reflect support of the Strategic Plan's sustainability goals.		

PLANNED ACTIONS / SERVICES

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

Action **1**

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

BUDGETED EXPENDITURES

Amount	5000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Additional systems	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $96,000   Percentage to Increase or Improve Services: 15%

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).

These funds are used to serve students on FRL with the following services:

Percentage of the Student Support team expenses ($237,000 x 24% ------ double our FRL of 12%) = $56,800(Staff members work directly with students and families on tutorials, extra skill---building, etc.)

Chrome Book Expenditures $55,000 x 24% = $13,200 (Technology Support for FRL students)

Extra Instruction in the arts (over and above normal class sizes and length of school day): $250,000 staff costs x 24% = $60,000

TOTAL EXPENDITURE: $130,000 (Exceeds Supplemental Allocation)

The figure is 15% because we serve approximately 15% Free and Reduced Lunch students, have a special education population of just under 10%, and we are working toward attracting more English Language Learners as part of our recruitment and diversity plan. The services provided will include academic support/tutoring, counseling in both the academic and socio-emotional realms, increased investment in technology and multicultural arts, and we support a small student-teacher ration to ensure students have maximum access to our rich curriculum.

Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

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

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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,362,110.00	1,182,407.00	156,000.00	0.00	0.00	156,000.00
	1,315,110.00	1,182,407.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	151,000.00	0.00	0.00	151,000.00
Locally Defined	47,000.00	0.00	5,000.00	0.00	0.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,362,110.00	1,182,407.00	156,000.00	0.00	0.00	156,000.00
	1,275,110.00	1,084,381.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	50,000.00	0.00	0.00	50,000.00
1000-1999: Certificated Personnel Salaries	27,000.00	27,216.00	91,000.00	0.00	0.00	91,000.00
2000-2999: Classified Personnel Salaries	55,000.00	56,988.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	5,000.00	5,822.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	8,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,362,110.00	1,182,407.00	156,000.00	0.00	0.00	156,000.00
		1,275,110.00	1,084,381.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	LCFF	0.00	0.00	50,000.00	0.00	0.00	50,000.00
1000-1999: Certificated Personnel Salaries		27,000.00	27,216.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	91,000.00	0.00	0.00	91,000.00
2000-2999: Classified Personnel Salaries		8,000.00	56,988.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	47,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		5,000.00	5,822.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	8,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	55,000.00	0.00	0.00	55,000.00
Goal 2	61,000.00	0.00	0.00	61,000.00
Goal 3	35,000.00	0.00	0.00	35,000.00
Goal 4	5,000.00	0.00	0.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.