

MODEL TEMPLATE SCHOOL CLIMATE PRIORITY AREA #6

Introduction: LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____ <i>Local Control and Accountability Plan and Annual Update Template</i>

<p style="text-align: center;">State Priorities</p> <p><i>The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.</i></p> <p>C. Engagement:</p> <p>Pupil engagement: <i>school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)</i></p> <p>School climate: <i>pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)</i></p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

GOALS:

***Reduce % of exclusionary discipline as outlined below with specific reductions for students disproportionately impacted, including students of color and with disabilities, foster youth, low income and EL, and LGBTQ students**
***Increase the % of students feeling safe and connected at school and use of prevention and intervention strategies as measured by a student survey (CHKS for school climate or other appropriate tool).**

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ X 7__ 8__
 COE only: 9__ 10__

Local : Specify _____

Commented [I1]: Make sure to include goals related to each of the required school climate indicators and baseline data and goals for each subgroup. Please add a goal or amend your goal if your District’s LCAP did not include all of the state required school climate indicators, baseline data and goals for each subgroup.

Note that some of the goals here may also be helpful for reaching your attendance goals related to pupil engagement (priority area #5).

Identified Need :	<ol style="list-style-type: none"> 1. To decrease the rate of exclusionary discipline, especially for disproportionately affected [insert student subgroups as discussed above and baseline data and goal for each of the student subgroups related to each of the following]: <ol style="list-style-type: none"> a. Office discipline referrals (recommended) b. Suspension (teacher, in school, and out of school) (required) c. Expulsion (required) d. Behavior-related transfers (recommended) d. Referrals to, and citations/arrests issued by, police (recommended, especially if LCFF Supplemental/Concentration funds used for police). 2. To increase use of positive prevention and intervention strategies (“other means of correction”) to ensure that they are exhausted prior to and replace exclusionary discipline (recommended); 3. Increase the % of students feeling safe and connected at school as measured by student surveys [Insert current baseline data for each student subgroup] (required) 4. To make non-personally identifiable student discipline, citation and arrest data disaggregated by subgroups readily accessible to the public to monitor progress and address accountability (recommended).
Goal Applies to:	Schools: All, Top Suspending/Expelling/Transferring Schools Applicable Pupil Subgroups: All, Foster Youth, Low Income, English Language Learners, and/or other disproportionately affected subgroups
LCAP Year 1: 2015-2016	

Commented [I2]: Please note that for years 16-17 and 17-18, the goals/measurable outcomes should build upon those for the current year and result in greater improvements.

Expected Annual Measurable Outcomes:

- A. Required to Address Suspension Rate: Decrease the suspension rates from XX% to YY% proportionally for all subgroups with additional decreases for subgroups experiencing disproportionality. Decrease suspension rate for: FY students from XX% to YY%, AA students from XX% to YY%, ELL students from XX% to YY% (and other significant groups). Include goals for teacher suspensions from class, as well as in-school and out-of-school suspensions.
- B. Required to Address Expulsion Rate: Decrease expulsion rates from XX% to YY% proportionally for all subgroups with additional decreases for subgroups experiencing disproportionality. Decrease expulsion rate for: FY students from XX% to YY%, AA students from XX% to YY%, ELL students from XX% to YY% (and other significant groups)
- C. Required to Include Another Measure: Improve student connectedness and perceptions of safety and support as measured by a survey, such as the California Healthy Kids School Climate Survey, by XX percentage points for all subgroups with additional increases for significant subgroups.
- D. Recommended: Reduce Office Discipline Referrals (ODR) from XX% to YY% proportionally for all school-sites with additional decreases for subgroups experiencing disproportionality. Decrease ODR rate for: FY students from XX% to YY%, AA students from XX% to YY%, ELL students from XX% to YY% (and other significant groups)
- E. Recommended Reduce Law Enforcement Referrals, Citations, and Arrests from XX% to YY% proportionally for all subgroups with additional decreases for subgroups experiencing disproportionality. Decrease law enforcement referrals and arrests for: FY students from XX% to YY%, AA students from XX% to YY%, ELL students from XX% to YY% (and other significant groups)
- F. Recommended: Reduce behavior-related transfers to Continuation, County and Community Day Schools and Independent Study (list all Alternative school programs at your District) by XX% for all student subgroups with additional decreases for subgroups experiencing disproportionality. Decrease behavior-related transfers for: foster youth and students returning from Juvenile Justice Placements by XX%; AA students from XX% to YY%, ELL students from XX% to YY% (and other significant groups).
- G. Recommended: Ensure that students returning from Juvenile Justice Placement have a welcome/reentry plan and priority enrollment in comprehensive schools and decrease returning students enrollment in alternative/continuation/Community Day Schools by XX%.
- H. Recommended: Make non-personally identifiable student discipline, citation and arrest data disaggregated by subgroups readily accessible to the public to monitor progress and address accountability.
- I. Recommended: Track and increase use of positive prevention and intervention strategies (“other means of correction”) – PBIS, Restorative Justice, SEL, Trauma-informed strategies, bias elimination PD -- to ensure that they are exhausted prior to and replace exclusionary discipline.

Commented [I3]: If your District does not yet track ODRs, MAKE A GOAL to “Implement online Office Discipline Referral System and create baselines” NOTE: Rate reductions for ODRs should mirror suspension rate reduction goals.

Commented [I4]: If your District does not collect school-based law enforcement referrals and arrests, as required by the Department of Education Civil Rights Data Collection, MAKE A GOAL to “Implement online Law Enforcement Referral and Arrest system to be sorted by student demographic information and establish baselines for all student subgroups. “

We are currently concerned about the additional funding that is being allocated for law enforcement related to school climate and note that if supplemental/concentration funds have been used for this, then we believe that this minimal analysis is likely required as part of an assessment of whether such funding is improving services or outcomes for these high need groups.

Commented [I5]: If your District does not yet track other means of correction, make this a goal and see FixSchoolDiscipline.org for a webinar on how to implement systems to track such interventions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Full Implementation of school-wide prevention	District-	X_ALL	

Commented [16]: These recommendations are based of the research-based strategies that are having the greatest impact in schools in California and across the nation. You can learn more about the approaches and how to implement them on FixSchoolDiscipline.org and in the Educator’s Toolkit. However, It is important to obtain meaningful stakeholder input about the actions that your District is going to pursue. The school and district culture change necessary to transform social, behavioral and academic outcomes will be more effective and longer lasting with understanding and buy in from teacher, parents, students, administrator, staff and community leaders.

Commented [17]: Salary and benefits must be included for each FTE needed to fulfill goals, and that other costs for professional development, time for teachers to attend PD and coaching are included.

and intervention systems:

a. **Culturally Responsive School-wide Positive Behavior Interventions and Supports with strong tier 2 and 3 interventions** as the framework:

1. Restorative Justice/Practices utilized at all tiers and in the class,
2. Professional development around the impact of trauma and strategies for de-escalation and supporting social, emotional well-being,
3. Social Emotional Learning curriculum as part of the Tier I universal interventions
4. Ongoing Implicit/Explicit Bias and Culturally Responsive Teacher, Administrator and School Staff training

b. **Hire sufficient Restorative Justice Coordinators** (1 per every two sites) to provide

professional development and support to school climate teams at schools with the highest needs/highest numbers of foster youth in the first years of implementation and train teachers and other school staff at such schools to have restorative conversations, circles and conferences.

c. **Hire sufficient PBIS Facilitators** to provide professional development and coaching to school climate teams to highest needs/highest number of foster youth schools in the District in the first years of implementation.

wide, prioritize implementation at schools with highest rates or disproportionate rates of school removals

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African-American, Latino Students, etc.

Commented [18]: Please go to FixSchoolDiscipline.org and check out our research section to learn more about Culturally Responsive PBIS and Culturally Responsive Theory and Teacher Training.

Commented [19]: We recommend that you consult with an RJ school specialist to determine what will be sufficient for your district. A list of such specialists and trainers is included in FixSchoolDiscipline.org in the back of the Educator Toolkit. Such specialists generally recommend a needs assessment first to determine how best to support your district and schools.

Commented [111]: Priority for additional resources, coaching and support should be given to schools with the highest numbers of high needs pupils and/or highest numbers of suspensions and disproportionality.

Commented [110]: We recommend that you consult with a PBIS school specialist to determine what will be sufficient for your district. A list of such specialists and trainers is included in FixSchoolDiscipline.org in the back of the Educator Toolkit. You can also go to PBIS.org to learn more.

<p>Ensure Sufficient Tier 2 and 3 Support:</p> <p><i>Hire sufficient mental health, social workers, and counseling staff and other wrap around services to support the needs (including trauma-related needs) of youth identified in Tier II and III and prioritize services in schools with high disproportionality in school removals for subgroups.</i></p> <p><i>Hire sufficient counselors with trauma-informed and educational training to work with foster youth who can coordinate services with other systems, ensure compliance with laws that protect such youth (including school stability) and advocate for such youth.</i></p> <p><i>Identify and assign willing staff mentors trained in trauma-informed practices for foster youth and other youth requiring Tier II and III supports</i></p>	<p>Specify which school sites or types (elem., mid., high, continuation, etc) of school sites</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>e.g., AA, LGBTG, depending on disproportionality</u></p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>e.g., AA, LGBTG, depending on disproportionality</u></p>	
<p>Improve Data Capacity: Create publically available data system which includes regular (at least two times a year) non-personally identifiable data for all school climate goals above, disaggregated by subgroup, that tracks the types of interventions and supports (“other means of correction”) provided. Annually administer and report student, teacher, and parent survey data.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>and: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>AA, LGBTQ, etc. as appropriate</u></p>	

Commented [I12]: If you do not have a district-wide system that tracks students identified as needing Tier II and III interventions, you can use the PBIS guidelines triangle (5%, III tier, and 15%, II tier) to determine an estimated number of students and survey school sites to determine where higher level need students (other than FY youth) are concentrated. Once you make that determination, we recommend that you ensure that the caseloads for such providers are consistent with professional best practices and standards and that additional resources are targeted to meet schools with the highest numbers of high needs students and to high needs students. Such resources should also include positive youth development activities and programs.

Commented [I14]: It is important to analyze existing data to determine which high needs subgroups are disproportionately impacted and in which schools to develop priority staffing for Tier II and III intervention.

Commented [I13]: We recommend a 50 to 1 ratio. In August, you can click on FixSchoolDiscipline.org to find a training module that can be used to train FY focused counselors and liaisons.

Commented [I15]: It is important to analyze existing data to determine which high needs subgroups are disproportionately impacted and in which schools to develop priority staffing for Tier II and III intervention.

LCAP Year 2: 2016-2017

Commented [I16]: Please note that for year 16-17, the goals/measurable outcomes should build upon those for the current year.

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

Commented [I17]: Please note that for year 17-18, the goals/measurable outcomes should building upon those for the prior year.

