

SAMPLE Recommended LCAP Template for School Climate Priority Area

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: [insert school district name]

LCAP Year: 2014-2017 (three year plan)

Local Control and Accountability Plan and Annual Update Template (note: state guidelines removed to reduce the size of the LCAP and improve readability)

State Priorities

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

C. Engagement:

...

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

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions and Guiding Questions: (removed to ease the ability to read the school climate portion of the LCAP)

SAMPLE Recommended LCAP Template for School Climate Priority Area

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To decrease the use of exclusionary discipline in the form of suspensions, especially for those disproportionately affected.</p> <p>Metric: Students Suspended</p>	<p>Decrease the number of suspended students/suspension rates, with targeted reductions for [insert student subgroups that data shows to have disproportionate discipline rates, i.e. students of color, students w/ disabilities, LGBTQ students, foster youth, low income students, etc]</p>	All	All	District Rate: XX% (YYYY students were suspended in 2012-13) ¹	Suspension rate at or below XX % ⁴ (reduce to YYYY or fewer suspended students)	Suspension rate at or below XX % (reduce to YYYY or fewer suspended students)	Suspension rate at or below XX % (reduce to YYYY or fewer suspended students)	<p>Metric: School Climate, *Students Suspended</p>
		African-American (AA) [and other named subgroups]	All	District AA suspension rate: XX% (YYYY African American students were suspended) ²	Suspension rate at or below XX % (reduce to YYYY or fewer African American suspended students)	Suspension rate at or below XX % (reduce to YYYY or fewer African American suspended students)	Suspension rate at or below XX % (reduce to YYYY or fewer African American suspended students)	
		All	Top [#] Suspending Schools [Create an attachment that provides the data (suspension rates, enrollment, suspension rates and reduction goals for each school) used to identify the top suspending schools.]	Suspension rate: XX% average (YYYY students suspended by top suspending schools) ³	Reduce school rates by XX % [Cite top suspending schools attachment created]	Reduce school rates by XX % [Cite top suspending schools attachment created]	Reduce school rates by XX % [Cite top suspending schools attachment created]	
		AA	Top [#] Suspending Schools [Cite top suspending schools attachment created]	AA Suspension Rate: : XX% average (YYYY African American students suspended by top suspending schools)	Reduce school rates by XX % [Cite top suspending schools attachment created]	Reduce school rates by XX % [Cite top suspending schools attachment created]	Reduce school rates by XX % [Cite top suspending schools attachment created]	
		Foster Youth	FY Suspension rate: XX% (YYYY FY students susp)	Suspension rate at or below XX %	Suspension rate at or below XX %	Suspension rate at or below XX %		

Commented [I4]: Note, the state suspension rate is 5.1%. The District rate should not exceed that rate and, ideally, would be well below the state rate.

Commented [I7]: Note, while these goals would likely also address parent engagement and attendance, we are focusing solely on school climate for this sample.

Commented [I1]: Suspension rate is a required indicator under school climate.

Commented [I5]: No subgroup should be suspended or expelled at a rate that exceeds their enrollment or at a rate significantly above the district or state rate.

Commented [I2]: The District should be certain to include alternative schools in this analysis, as they serve some of the students at greatest risk of dropout.

Commented [I6]: In order to target resources at the schools that need the most help, if you have time, we recommend looking to see which schools in your district have the highest rates of suspension, so that you can ensure extra resources, training, and support get to those schools first. Generally, we find that such schools also have high rates of disproportionality for vulnerable populations.

¹ Find the current District suspension rates using California Department of Education DataQuest for the 2012-13 school year. You can use www.FixSchoolDiscipline.org/toolkit for a step-by-step guide to using DataQuest. Insert into XX your district's percentage of students suspended by dividing the number of students suspended by the number of students enrolled. When focusing on a particular subgroup, divide the number of students in that subgroup suspended by the number of students in that subgroup enrolled in the district. Then, insert into YYYY the number of students of that subgroup suspended.

² Use the district-wide suspension rates for African American students. If your goal names other student subgroups who are disproportionately disciplined in your district, then make sure to include them as well.

³ Add and insert into YYYY the number of students suspended at all of the top suspending schools that you are targeting for reductions.

⁴ These recommended suspension rate reduction goals are based on enrollment data on the California Department of Education's DataQuest for the 2012-13 school year. Choose reasonable but aggressive goals. Depending on the unique issues in your district, you may decide to suggest a steady percentage reduction over the next three years or choose an increasingly low suspension rate for every year.

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		<p>ELL</p> <p>Low-Income</p> <p>Students with Disabilities</p>	<p>All</p> <p>All</p> <p>All</p>	<p>Suspension rate: XX% (YYYY ELL students were suspended)</p> <p>Suspension rate: XX% (YYYY LI students were suspended)</p> <p>Suspension rate: XX% (YYYY students with disabilities were suspended)</p>	<p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	<p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	<p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>Suspension rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	
<p>Need: To decrease the number of students expelled, especially for subgroups disproportionately affected</p> <p>Metric: Students expelled</p>	<p>Decrease the District Expulsion Rate by XX% and create a targeted reduction goal for [disproportionately affected subgroups].</p>	<p>All</p> <p>AA</p>	<p>All</p> <p>All</p>	<p>District Expulsion Rate XX% (YYYY students were expelled in 2012-13)</p> <p>District African-American Expulsion Rate: XX% (YYYY students were expelled in 2012-13)</p>	<p>Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>AA Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	<p>Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>AA Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	<p>Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p> <p>AA Expulsion rate at or below XX% (reduce to YYYY or fewer suspended students)</p>	<p>School climate</p> <p>*Students expelled</p>

Commented [13]: Note, state law requires districts to look at each of the subgroups when assessing the need.

Commented [18]: Expulsion rate is a required indicator under school climate. If your district does not expel students, then you could note that in the LCAP summary. In addition, we find that it is important to look at the expulsion referrals to ensure that students are not being involuntarily transferred without process after a referral and to determine whether such transfers are resulting in positive or negative outcomes for students. Such data can be obtained through a Public Records Act request. See FixSchoolDiscipline.org for a sample.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		ELL	All	Expulsion rate: XX%	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	
		Low-Income	All	Expulsion rate: XX%	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	
		Foster Youth	All	Expulsion rate: XX% ⁵	Expulsion rate at or below XX%	Expulsion rate at or below XX%	Expulsion rate at or below XX%	
		Students with Disabilities	All	Expulsion rate: XX%	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	Expulsion rate at or below XX% (reduce to YYYY or fewer expelled students)	
Need: To increase use of positive prevention and intervention strategies and ensure that they are used to	Ensure systems to collect and publicly share data regarding alternatives are effective; require	All	All		Develop effective systems; collect and disseminate data ⁶	Allocate appropriate resources and training to schools where alternatives are not being implemented or are	Allocate appropriate resources and training to schools where alternatives are not being implemented or are lacking; set goals for	School climate *Other indicator: other means of correction (48900.5)

⁵ In order to learn the District-wide expulsion rate for foster youth this year, you may need to file a Public Records Act Request (PRA) with your district. You can learn how to file a PRA and find a sample at <http://www.fixschooldiscipline.org/toolkit/community/file/>. You can also ask your District to insert this number for you.

⁶ These are some suggestions of improvements that a district can make that tie positive discipline policies and/or resolutions (for instance, the SFUSD Safe and Supportive Schools Resolution or the LAUSD School Climate Bill of Rights) to the LCAP for school climate. Insert language that reflects the circumstances in your district and the specific changes that you want to make.

Commented [I9]: State law already requires districts to ensure that other means of correction have been exhausted prior to suspension for most offenses. State law also authorizes the collection of information about other means of correction (alternatives to suspension). It is critical to put a system in place that ensures that such alternatives are being used consistently and effectively and documented so that we know students are getting the help they need and teachers and administrators have the support and tools they need to change school culture.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
replace exclusionary discipline. Metric: Documentation of school site use of alternatives, prevention and intervention through the district-wide database.	collection and dissemination of such data					lacking; set goals for increases in documented alternatives	increases in documented alternatives	
Need: Reduce the number of teacher class removals. Metric: office discipline referrals	Ensure systems to collect and publicly share data regarding referrals/removals are effective; collect and disseminate data	All	All		Develop effective systems; require collection and dissemination of data	Allocate appropriate resources and training to schools with high numbers of teacher referrals/removals and set goals for reductions	Allocate appropriate resources and training to schools with high numbers of teacher referrals/removals and set goals for reductions	School climate *Other indicator: office discipline referrals
Need: reduce the number of citations and arrests issued by school police, especially to students disproportionately affected	Decrease the use of citations and arrests, with targeted reductions for [disproportionately affected subgroups]	All AA Foster Youth Low-Income EL	All	Insert current baselines⁸	Overall reduction of by XX% from previous year; monitor citation/arrest frequency by school and categories with high rates of disparities; targeted	Overall reduction by XX% from previous year; monitor citation/arrest frequency by school and categories with high rates of disparities; monitor full implementation	Overall reduction by XX% from previous year; monitor full implementation of [insert positive school discipline strategy] at school sites with frequent use and/or other disparities	School Climate *Other indicator: citations and arrests

Commented [I11]: Some districts track teacher removals or office discipline referrals. Others do not. We think it is helpful to set-up a data system to do so to monitor lost learning opportunity and time and to ensure strong systems and professional development for teachers and to target resources for students who need extra help and services. Data collected about office discipline referrals can help schools identify students with the highest levels of needs early on.

Commented [I10]: Note, if your district is involuntarily transferring students, you may also request that they address this or any other indicator of school pushout.

Commented [I12]: Student citations and arrests must be monitored and addressed, if we are going to change school climate and stop the school-to-prison pipeline. Research shows that even one arrest can increase the likelihood of dropout three fold.

⁸ You may need to file a Public Records Act Request to obtain law enforcement baseline data. Public Counsel can assist you and you can find samples at FixSchoolDiscipline.org.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric used: citations/arrests issued ⁷		<i>Students with Disabilities</i>			strategies at school site, including [insert positive school discipline strategy] training per [insert positive discipline policy or resolution, if one exists]	of [insert positive school discipline strategy] at school sites with frequent use and/or race disparities		
Need: To have student citation and arrest data readily accessible to the public.	Establish a partnership between [insert your school district] and [insert all law enforcement agencies working in district] to ensure systems collect and publicly share data regarding student citations and arrests⁹	All	All		Establish a partnership between [district] and [law enforcement agency] to ensure systems collect and publicly share data regarding student citations and arrests.	Establish a partnership between [district] and [law enforcement agency] to ensure systems collect and publicly share data regarding student citations and arrests.	Establish a partnership between [district] and [law enforcement agency] to ensure systems collect and publicly share data regarding student citations and arrests.	School Climate *Other indicator: citations and arrests
Need: Reduce the suspension rates at affiliated and	Decrease the number of suspended students at	All	All charter schools	Charter schools that suspend 5% or more of its student body or any subgroup—and disproportionate suspension	Reduce overall suspension rate by XX% each year for three years --reduce	Reduce overall suspension rate by XX% each year for three years --reduce	Reduce overall suspension rate by XX% each year for three years --reduce to a rate	School climate *Students suspended at charter schools

Commented [I13]: Transparency, data collection and review are critical to assessing an issue and developing effective solutions. Research is clear that when a student is arrested, their likelihood of dropout increases substantially. We want to do as much as possible to ensure that alternatives are available to keep students out of the juvenile justice system and connected with community and school.

⁷ If your district has a police department or the city police department provides services to the district and/or maintains a presence in district schools, it is important to include current citation *and* arrest numbers and make goals for reductions across the board and for disproportionately affected subgroups. If law enforcement officers within the district both cite and arrest students, complete separate rows for citations and arrests.

⁹ You may also want to propose and advocate for your district to establish a memorandum of understanding (MOU) between your district and the law enforcement agencies operating within your district. Such an MOU should define, reduce, and limit the role of police in district schools for only the most egregious, dangerous offenses and ensure that teachers or administrators are responsible for student discipline.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
independent charter schools. Metric: Number of suspended students at affiliated and independent charter schools.	affiliated and independent charter schools. Create monitoring and support mechanisms and include review of suspension and expulsion decreases when determining renewal of charter petitions.			rates at such schools. In 2012-13 these schools suspended XX% of all students, and XX% of [insert disproportionately suspended student subgroups] ¹⁰	to a rate of XX% or less for all students, and XX% or less for [disproportionately suspended student subgroups] Deny petitions for charter schools with disproportionate suspension rates for [disproportionately suspended student subgroups]	to a rate of XX% or less for all students, and XX% or less for [disproportionately suspended student subgroups] Deny petitions for charter schools with disproportionate suspension rates for [disproportionately suspended student subgroups]	of XX% or less for all students, and XX% or less for [disproportionately suspended student subgroups] Deny petitions for charter schools with disproportionate suspension rates for [disproportionately suspended student subgroups]	
Need: Improve school climate and Increase supports and engagement for students, families and staff Metrics: Cal-SCHLS/ California Healthy Kids Survey – Composite Supports and Engagement	Increase supports and engagement for students, families, and staff	all	Targeted schools with low percentage of families and students reporting connectedness to schools, caring relationships, high expectations, access to resources, meaningful participation and perceived school safety	District to provide data and disaggregate by subgroups to obtain baseline	XX% increase in Supports and Engagement domain of the School Climate Index, including increases in school connectedness, high expectations and caring relationships, meaningful participation, and perceived school safety	YY% increase in Supports and Engagement domain of the School Climate Index, including increases in school connectedness, high expectations and caring relationships, meaningful participation, and perceived school safety	ZZ% increase in Supports and Engagement domain of the School Climate Index, including increases in school connectedness, caring relationships, meaningful participation, and perceived school safety ZZ% increases in staff that agrees that the school is a supportive and inviting	School Climate *Surveys of pupils, parents and teachers

Commented [I14]: If your district has a number of charter schools, it is important to create a mechanism for addressing suspension and expulsion at such schools.

Commented [I15]: Note, another indicator which is tied to social emotional learning curricula is the number of students who improve in the domains of self-management, self awareness, decision-making, and relationship skills. Like anything else, social emotional skills can and need to be taught. Sometimes students cannot access their education without these skills.

Berkeley Unified School District has used its LCAP to set a social-emotional and mental health skills goal and its measuring it by the number of students who are increasing their social emotional skills.

¹⁰ Create another attachment for top suspending charter schools, similar to the one created for top suspending schools, that provides the data (suspension rates, enrollment, suspension rates and reduction goals for each school) used to identify top suspending charter schools in your district.

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score on School Climate Index					XX% increases in staff that agrees that the school is a supportive and inviting place for students to learn and for staff to work	YY% increases in staff that agrees that the school is a supportive and inviting place for students to learn and for staff to work	place for students to learn and for staff to work	
Cal-SCHLS/ California School Climate Survey for staff							ZZ% increase in parents that agree that school has a supportive learning environment for my child	
Cal-SCHLS/ California School Parent Survey					XX% increase in parents that agree that school has a supportive learning environment for my child.	YY% increase in parents that agree that school has a supportive learning environment for my child		

The goals, actions, services, and expenditures included in this section are suggestions and recommendations made to a large school district with more than 600,000 students and receiving more than \$350 million in supplemental concentration funds. Insert your own goals, actions, services and expenditures based on the unique needs of your community and students.

In the actions and services section, make suggestions regarding the things you want your district to do and not do. It is a good idea to include these recommendations in a letter and send it, along with this recommended LCAP and attachments providing data for top suspending charter and traditional schools, directly to your superintendent and school board members. When deciding the anticipated expenditures for each action, there are a number of ways to decide how much funding should be allocated to the school climate area. These allocations were decided by demanding that funding for the school climate priority area should match those of the school police budget and demanding that no supplemental or concentration funding should be used to increase the police budget.

Goal (Include and identify all goals from Section 2) FOR A COMPLETE DESCRIPTION SEE ABOVE	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Reduce Suspension, Expulsion, Citation, and Arrest Rates Reduce disproportionality in district suspension, expulsion, citation and arrest rates for	School Climate *suspension, expulsion rates and other indicators	No LCFF funding to increase in law enforcement budget (no new officers or reduce force, if salary increases needed) and no supplemental/concentration funds for law enforcement	All schools		\$XXX,XXX,XXX for PD and TA to ensure full implementation of alternatives to discipline and sufficient interventions and supports for high need students \$XXX,XXX,XXX [# of coordinators/counselors/mh professionals/behavior specialists/peace intervention workers	INCREASED AMOUNT OF \$XXX,XXX,XXX for PD and TA to ensure full implementation of alternatives to discipline and sufficient interventions and supports for high need students INCREASED AMOUNT OF \$XXX,XXX,XXX [increasing # coordinators/counselors/mh	INCREASED AMOUNT OF \$XXX,XXX,XXX for PD and TA to ensure full implementation of alternatives to discipline and sufficient interventions and supports for high need students INCREASED AMOUNT OF \$XXX,XXX,XXX [increasing # coordinators/counselors/mh

Commented [I16]: To the extent school districts are funding school police, LCFF funding and specifically supplemental and concentration funding should not be used for additional police. Research shows that arrests and contact with the juvenile justice system greatly increase the rate of dropout; strong alternatives increase school safety and improve attendance and achievement.

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Goal (Include and identify all goals from Section 2) FOR A COMPLETE DESCRIPTION SEE ABOVE	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
[student subgroups disproportionately affected by suspensions, expulsions, citations and arrests]		Full implementation of [positive school discipline alternatives or policy], including [chose one or all: School-wide Positive Behavior Intervention and Supports (SWPBIS), restorative justice (RJ), Social Emotional Learning, Trauma-Sensitive Strategies, and Implicit/Explicit Bias PD] and prevention and intervention programs Collect and publicly share citation and arrest data and implement strategies for reducing citations and arrests			trained in alternative discipline strategies] at highest need schools \$XXX,XXX,XXX ongoing monitoring and support for administrators for implementation of alternatives \$XXX,XXX,XXX for reduced load teacher schedules and additional professional development for all key staff in [SWPBIS, RJ, eliminating implicit bias, cultural competency, trauma-sensitive strategies, and/or social emotional learning] Establish a partnership between [district] and [law enforcement agency] to ensure systems collect and publicly share data regarding student citations and arrests	professionals/peace intervention workers/behavior specialists trained in alternative discipline strategies] at highest needs schools INCREASED AMOUNT OF \$XXX,XXX,XXX ongoing monitoring and support for implementation of alternatives INCREASED AMOUNT OF \$XXX,XXX,XXX for reduced load teacher schedules and additional professional development for all key staff in [SWPBIS, RJ, eliminating implicit bias, cultural competency, trauma-sensitive strategies, social emotional learning]. Continue to share student citation and arrest data and implement strategies for reducing citations and arrests	professionals/peace intervention workers/behavior specialists trained in alternative discipline strategies] at highest needs schools INCREASED AMOUNT OF \$XXX,XXX,XXX ongoing monitoring and support for implementation of alternatives INCREASED AMOUNT OF \$XXX,XXX,XXX for reduced load teacher schedules and additional professional development for all key staff [SWPBIS, RJ, eliminating implicit bias, cultural competency, trauma-sensitive strategies, social emotional learning] Continue to share student citation and arrest data and implement strategies for reducing citations and arrests
Reduce suspensions and expulsions for low-level offenses and reduce disproportionality in suspensions	School Climate *suspension rates	Pass a policy to eliminate suspensions and expulsions for “willful defiance/disruption” (48900(k)).	All school		No suspensions and expulsions for “willful defiance/disruption” (48900(k)).	No suspensions and expulsions for “willful defiance/disruption” (48900(k)).	No suspensions and expulsions for “willful defiance/disruption” (48900(k)).
District-wide Data System to Collect Alternatives, Require Alternative Documented, and publish and goals	School Climate *other indicators	Monitoring and support to data system improvements, collection regarding alternatives, training for staff regarding documentation, and	All schools		\$XXX,XXX,XXX monitoring and support to data system improvements, data collection regarding alternatives, training for staff regarding documentation, and publishing and analyzing data	INCREASE \$XXX,XXX,XXX monitoring and support to data system improvements, data collection regarding alternatives, training for staff regarding documentation, and publishing and analyzing data	INCREASE \$XXX,XXX,XXX monitoring and support to data system improvements, data collection regarding alternatives, training for staff regarding documentation, and publishing and analyzing data

Commented [I17]: We also recommend that school district think about other resources to leverage to increase the number of mental health and peace intervention counselors who can serve high need students. For example, Berkeley Unified's draft LCAP discussed "expanded preK-8 mental health counseling added to city funds."

Commented [I18]: When a school district chooses one or more research-based alternative discipline strategies, it is critical that teachers and all key staff receive training so that there is consistency throughout the school day. Over time, counselors and behavior specialist and family engagement workers all need to be fully trained in the alternative and receive implicit bias and cultural competency training to ensure fidelity and full implementation.

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
for improving alternatives		publishing and analyzing data ¹¹					
District-wide Data system to capture teacher referrals/removals and goals for reductions	School Climate *other indicators	Monitoring and support to ensure: 1) Office Discipline Referral system is fully functional and staff are trained on inputting data; and 2) PD and additional supports and training are provided at schools with high levels of referrals, including implicit bias PD and supports for students	All schools		\$XXX,XXX,XXX monitoring and support to ensure: 1) Office Discipline Referral system is fully functional and staff are trained on inputting data; and 2) PD and additional supports are provided at schools with high levels of referrals	INCREASE \$XXX,XXX,XXX monitoring and support to ensure: 1) Office Discipline Referral system is fully functional and staff are trained on inputting data; and 2) PD and additional supports are provided at schools with high levels of referrals	INCREASE \$XXX,XXX,XXX monitoring and support to ensure: 1) Office Discipline Referral system is fully functional and staff are trained on inputting data; and 2) PD and additional supports are provided at schools with high levels of referrals
Reduce rate of suspension and expulsion at top suspending charters (schools that suspend more than 6% of its student body or any subgroup)	School Climate *suspension and expulsion rate	Deny reauthorization petitions and put in place corrective action plans	Top XX suspending and/or expelling charters		Create additional structures for monitoring and enforcement and addressing charter school rates of removals	Address charter school rates of removals	Address charter school rates of suspensions and removals
Increase school climate, supports and engagement for students and staff	School Climate *Surveys of pupils, parents and teachers	Administer and monitor data from the Cal-SCHLS California Healthy Kids Survey (CHKS) including the supplemental CHKS School Climate module, California School Climate Survey (CSCS) for staff including the the supplemental CSCS	School-wide at targeted schools		\$X,XXX to Administer and monitor data from the Cal-SCHLS/California Healthy Kids Survey for the School Climate Index (SCI) and the SCI Supports and Engagement Domain, California School Climate Survey for staff, and California School Parent Survey \$XXX,XXX for Restorative Practices counselors, training on RP for all staff,	\$X,XXX to Administer and monitor data from the Cal-SCHLS/California Healthy Kids Survey for the School Climate Index and the SCI Supports and Engagement Domain, , California School Climate Survey for staff, and California School Parent Survey INCREASE \$YYY,YYY for Restorative Practices counselors, training on RP for	\$X,XXX to Administer and monitor data from the Cal-SCHLS/California Healthy Kids Survey for the School Climate Index and the SCI Supports and Engagement Domain, , California School Climate Survey for staff, and California School Parent Survey INCREASE \$ZZZ,ZZZ for Restorative Practices counselors, training on RP for

¹¹ You may want to specify what how you want the budget to be allocated even further. Here, the recommendations are for expenditures related to data.

SAMPLE Recommended LCAP Template for School Climate Priority Area

Goal (Include and identify all goals from Section 2) FOR A COMPLETE DESCRIPTION SEE ABOVE	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		Learning Conditions Module, and California School Parent Survey Increase counselors and staff trained in restorative practices and develop additional peer-to-peer and youth-to-adult connection			and youth peer support systems (e.g., RP peer led groups) ¹² , research-based strategies for creating stronger connections between youth and adults, and family engagement staff who are also trained in alternatives, such as RP and PBIS, who can empower parents to lead school culture reforms.	all staff, and youth peer support systems (e.g., RP peer led groups), research-based strategies for creating stronger connections between youth and adults, and family engagement staff who are also trained in alternatives, such as RP and PBIS, who can empower parents to lead school culture reform.	all staff, and youth peer support systems (e.g., RP peer led groups), research-based strategies for creating stronger connections between youth and adults, and family engagement staff who are also trained in alternatives, such as RP and PBIS, who can empower parents to lead school culture reform.

Commented [I19]: Programs such as "check & connect" can help decrease behavior referrals and also increase attendance and graduation.

¹² There exist many types of peer support systems, from peer conflict mediators to peer counselors. Peer led conflict resolution programs, one of many kinds of peer support systems, have been linked to perceptions of positive school climate, including amplified perceptions of positive relationships (Naylor & Cowie, 1999).