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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Western Center Academy		
Contact Name and Title	Paul Bailey, Principal	Email and Phone	951-766-9030 pbailey@hemetusd.org

2017-20 Plan Summary

THE STORY

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

The Western Center Academy is a dependent charter school of the Hemet Unified School District. Our students in grades 6-12 are selected in a random lottery from Hemet and surrounding districts. WCA focuses on Science, Technology, Engineering, and Mathematics with a particular focus on preparing students to major in a STEM field and successfully obtain a STEM career. Our high school's focus on Advanced Placement classes, A-G graduation requirements, college dual-enrollment, and concurrent-enrollment courses fits well with our goals of college and career readiness options for all our students.

LCAP HIGHLIGHTS

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

This year's LCAP continues to focus on STEM subjects, college and career readiness, and technology. These goals are achieved by hiring the best teachers and giving them the autonomy to teach technology-infused, interactive, project-based lessons. Students who struggle are given access to a counselor, tutors, a health tech, and online resources for support. WCA provides a counselor, a Resource Teacher, adult aides, tutors, a health tech, and an ELD coordinator to assist unduplicated students in their college quest.

Our results show that we are successfully accomplishing these goals and we aim to improve more with each graduating class.

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	As California transitioned from CST tests to CAASPP tests, our math proficiency dipped significantly going from 84% proficient and advanced in 2013 to 60% met standard and exceeded standard in 2015. Albeit, the rest of the state dipped as well (from 45 to 32), but we were not satisfied with this. In 2016, our math proficiency rate jumped to 80%, nearly back to its previous levels. Our preliminary numbers for 2017 testing show that the number increased again this year to 85%, higher than the 84% on the most recent CST exam.

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	The only area that WCA received a "Not Met" rating was in our suspension rate for White students. As part of our district's movement towards Positive Behavior Interventions, we have been working to find alternatives to suspension. We have increased our referrals to the counseling office, and we are in the early stages of developing a peer conflict resolution program. All other indicators were "Met" or higher.

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	There were no areas where one statistically significant group scored two performance levels below any other. In fact, there was only one subgroup on either test that scored below Blue (Highest). That group was the Socioeconomically Disadvantaged group in mathematics and they were still "Very High" but dropped slightly. We are constantly working on ways to improve achievement for all of our students in mathematics and we are particularly looking for ways to improve the Socioeconomically Disadvantaged group through free tutoring, free ALEKS and IXL subscriptions, and hiring the best mathematics teachers in the area.

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.

Our school is very dependent upon the Google suite of services and a student without access to technology at home would be at a huge disadvantage. As such, we purchase extra Chromebooks to check out to low-income students to complete their homework assignments and projects. From there, students may access all of their classroom resources on Google Drive, their Google Calendars, complete their homework in Google Docs, and receive Mathematics and Language Arts tutoring through ALEKS and IXL subscriptions.

Additionally, we have used LCAP funds to hire fully or a portion of a health tech, a counselor, school day tutors, an adult aide, and after school tutors. The focus of these individuals is to ensure the success of our unduplicated students through maintenance of health, tutoring support, digital resources, 504 and IEP support, ELD support, technology, college counseling, and social/emotional counseling.

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	$5,441,313
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 241,914

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.

Western Center Academy's LCAP includes a comprehensive and detailed summary of expenses funded by the Supplemental and Concentration grant provided by the state. General fund expenditures not specified within the LCAP include general staffing expenses, facility costs and other associated costs that do not reflect specified goals established to benefit designated subgroups of students.

$ 5,102,189	Total Projected LCFF Revenues for LCAP Year

Annual Update

Goal 1	WCA will teach a college guidance course and an online college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.

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
Implementation of Guidance 100 Class	Guidance 100 as well as Education 107 (College Courses)
Counselor available for college guidance	Full-time counselor employed at WCA who focuses much of her time on college counseling.
College-going rate, 100%	100% with the exception of students going on religious missions or joining the military.
Dual/Concurrent Enrollment college classes program	Dual/Concurrent Enrollment college classes program

[ACTIONS / SERVICES](#)

Action **1**

Actions/Services

PLANNED	ACTUAL
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	A full time counselor was hired and all of our freshmen and sophomores are enrolled in College Guidance courses.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$79,054	$40,944

Action **2**

Actions/Services

PLANNED	ACTUAL
Continue the expanded services of health technician.	A full time health tech is on staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,669	$3,369

Action **3**

Actions/Services

PLANNED	ACTUAL
Fund College Guidance class and access for designated sub-groups to additional college classes.	Students completed 1,784 college credits in the 2016-2017 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,500	$2,785

Describe the overall implementation of the actions/services to achieve the articulated goal.	WCA hired a counselor to support students academically and emotionally and to teach a college guidance course. The counselor was not allowed to teach the guidance course due to credentialing issues so we hired a teacher with a background in counseling with a teaching credential to teach the course. The counselor spent a great deal of time getting courses a-g and NCAA approved, registering students for college courses, and preparing families for the college transition. The school pays for all fees related to college course as well as textbooks for students in designated sub-groups.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	WCA uses graduation, a-g completion, dual-enrollment college credits, and college acceptance as measures of how well we are preparing students for college. We had a 100% graduation rate, 100% a-g completion rate, and our twenty six 12th graders alone took 236 college classes in the last 3 years of high school. Every single one of our graduating seniors either signed to attend college, will be participating in a religious mission, or enlisted in the military.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Within Action Area 1 WCA was significantly below budget due to an unexpected leave of absence by our counselor for maternity related issues. Action Area 2 was slightly higher due to additional overtime hours designated for our health tech to assist with student needs. Action Area 3 was slightly higher due to additional college courses and associated registration costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As we grow as a school, we continue to offer more and more opportunities for our students to prove their college readiness through additional dual and concurrent enrollment opportunities as well as additional Advanced Placement courses. We will not change our goal of 100% college readiness, but we will internally expect greater and greater outcomes each year.

Goal 2	Increase the amount of technology available to students, the quality of the wifi available to them, and the number of classroom opportunities to use technology. 2014-2015 will be our baseline year and then each year after that; we will either improve each of these metrics or reach a rate of 90% of respondents rating the metric as "sufficient" or higher.

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**
100% of high school students will have a Chromebook	100% of high school students were loaned a Chromebook
100% of middle school students will have access to a Chromebook, laptop, or iPad.	100% of middle school students have access to a Chromebook, laptop, or iPad.
100% of students will regularly use the Google suite of apps.	100% of students use the Google suite of apps daily.
90% of respondents will rate our WiFi coverage and reliability as "sufficient" or higher	89.6% of survey respondents rated our WiFi coverage and reliability as "sufficient" or higher.

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED	ACTUAL
Have online courses in place for remediation, acceleration, and college credits (APEX, IXL, ALEKS,and Coastline).	Licenses were renewed for APEX, IXL, and ALEKS and all high school students have access to Coastline classes and books without cost to them.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$45,000	$53,461

Action 2

Actions/Services

PLANNED	ACTUAL
Continue to provide professional development opportunities.	Teachers took part in district, state, and national professional development opportunities and took part in Advanced Placement summer institutes.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$18,000	$8,133

Action 3

Actions/Services

PLANNED	ACTUAL
Continue to update technology and subscriptions to digital supplemental services	All high school students are loaned a Chromebook and all middle school students have access to a device in class. Subscriptions to Criterion, Gizmos, and Socrative were continued.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$2,250	$4,608

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.	In the past, programs like IXL and ALEKS have been used as support for students who are struggling in a course. Teachers have now begun to use them as part of the curriculum as well as acceleration for advanced students. All of our teachers use the Google Suite and some teachers additionally use Criterion for peer editing of writing, Socrative for online assessment, APEX for credit recovery, and phet simulations in science courses. All of our high school students take Chromebooks home with them to complete online courses and submit assignments through Google Docs.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our use of technology as a support for students has proven to be very successful. We managed to achieve a 100% graduation rate partially because of online credit recovery. We managed to achieve 100% a-g completion partially because of online college courses. We were able to expand our ability to tutor struggling students through online products and services. We had 6th graders complete all of 6th, 7th, and 8th grade math and begin Algebra 1 through these online portals. We continue to check out Chromebooks to middle school students whose families cannot afford a computer at home and this has made an impactful difference to these families who have said that they would not be able to do their online homework any other way.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Fewer teachers were able to attend professional development opportunities and AP conferences during the 2016-2017 school year than anticipated. Funding goals will stay consistent to allow for increased opportunities during the 2017-2018 school year.
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.	We have added additional online programs since our original goal was planned as well as modifying the way that we use the programs. We have increased our use of technology in the classrooms as Chromebooks have improved their capabilities. With the state testing in science becoming online and interactive, these changes in our technology use are also paying dividends in increased test scores.

Goal 3

100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.

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
100% of teachers will be fully credentialed to teach core classes	100% of teachers are fully credentialed to teach core classes
Fund dual enrollment courses and associated materials taught by community college staff	College English 101, English 103, Art 108, Art 120, and Guidance 100 taught on campus.
New high school Advanced Placement teachers will be sent to AP Summer Institutes	New math and science teachers sent to AP Calculus and AP Physics summer institutes. All of our AP teachers have attended a conference. Our 12th grade English teacher also attended the Expository Reading and Writing Curriculum training offered by the California State University system.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED	ACTUAL
Fund dual enrollment courses and associated materials taught by community college staff.	All dual/concurrent enrollment courses were fully funded including placement testing, tuition, fees, books, and materials as well as Chromebooks to complete some of the courses on.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$56,154	$63,587

Action **2**

Actions/Services

PLANNED	ACTUAL
Send new teachers to Advanced Placement summer institutes.	All Advanced Placement teachers have attended the appropriate training.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,901	$5,800

Describe the overall implementation of the actions/services to achieve the articulated goal.	The success of the Western Center Academy has created a reputation that attracts well-qualified, experienced teachers to our applicant pool. We have been lucky to have an excellent, highly-qualified teacher apply for and accept each one of our open positions. In a small high school, often teachers are required to teach outside of their credential area. Through careful planning, some part-time teachers, and teachers credentialed to teach multiple subjects, we have been able to have every one of our high school teachers teaching in an area that they are highly qualified and credentialed to teach. Our curriculum, beginning in 6th grade is rigorous, taught by qualified teachers, and supported with technology and tutors.
	Between online college coursework, in person courses taught by college faculty, and in person courses taught by our own faculty with master's degrees through the college, we are able to enroll every one of our high school students in a college-credit bearing course. Our AP testing rate is very high as is the pass rate on those tests. The pass rate for our college courses is near 100%.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our most recent graduating class had a 100% a-g completion rate, 100% 4-year college acceptance rate, and completed 236 college courses in the 3 years that they were with us. One student took 14 college courses and the average was 9. Additionally, many of the 12th graders passed AP exams although the data for this year's exams will not be available until July. This is a testament to our excellent teachers and opportunities for students to complete college courses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A greater number of students taking college courses led to an increase of approximately 13% in associated costs.
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 number of college courses offered continues to increase. Additionally, our high school enrollment continues to increase. As it does, the budget for tuition and books will also continue to increase.

<table>
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Goal 4

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<td>Students, particularly SED students will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.</td>
</tr>
</table>

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
100% of students will participate in open-ended projects in class and through Engineering Days (high school only)	100% of students participate in open ended projects in class, in STEM lab class (middle school only), and through Engineering Days (high school only). All middle school students rotated through 4 hands-on lab classes except for a small group of intervention students who received small group tutoring during that time. All classes at all levels use group projects and technology.
High school students participate in college field trips	All high school students have experienced a college field trip, culminating in a trip to the local college where staff walk the students through the application and the school pays the application fee to ensure that all students complete at least one application.
Students get experience with leadership and team work through classroom group work, clubs, and teams.	All students participate in group work and group projects in class with rotating, defined roles in the groups. A large number of students participate in clubs and teams to gain further teamwork experiences including ASB, Science Olympiad, Robotics, Theater, Ten80 Racing, Engineering Club, Biodiversity Project, and Science Fair.

<u>ACTIONS / SERVICES</u>

Action **1**

Actions/Services

PLANNED	ACTUAL
Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.	Middle and high school students participated in numerous hands-on STEM activities and engineering days. Students at all grade levels participated in a variety of field trips in STEM and humanities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$8,500	$9,200

Action **2**

Actions/Services

PLANNED	ACTUAL
High school students participate in Engineering Days.	All high school students participated in one or more engineering days as well as a variety of spirit days.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,901	$5,860

Describe the overall implementation of the actions/services to achieve the articulated goal.	All of our freshmen take a College Guidance course through Coastline Community College and all of our sophomores take a College Guidance course through Mt. San Jacinto College. In these courses, they research college and careers, make an 8-year plan, write college essays, create resumes, and research college majors. Middle school students participate in twelve hands-on lab courses where they work on STEM projects in groups in preparation for STEM careers in the future.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	97% of our middle school students were enrolled in four hands-on rotating STEM labs. 3% were enrolled in a small-group, pull-out tutoring session during that time. 100% of our freshmen and sophomores were enrolled in a College Guidance class. We expanded or continued our robotics and Ten80 STEM racing programs and added Science Olympiad to our STEM extra-curricular activities.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Our original idea for a "Senior Project" has morphed into a differentiated option where upperclassmen may take a MakerSpace class where they work on a project build from wood and/or metal and learn the skills of carpenters and contractors or the students may take additional college and Advanced Placement courses.

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?

WCA annually sends out both student and parent surveys as to how well we are meeting our LCAP goals. More than 2/3 of our students respond and we summarize the data and discuss it with faculty. The survey asks questions about homework, technology, grades, culture, relationships, clubs, access to a counselor, access to health services, and college goals.

Once per month, we meet as a faculty and discuss items that we have discovered through analyzing test scores, survey results, and test scores. Middle school teachers meet with the high school teachers and articulate vertically based upon our findings in the test scores. We constantly update our curriculum, supports, and programs based upon the recommendations from these meetings. Each of our incoming parents attends an informational meeting where we also discuss our LCAP goals and get feedback from attendees. As a charter school, we have our own Governing Council and we present our LCAP/LCFF budget, data, findings, and recommendations to them on a regular basis. The council approves any new programs or curricular changes before they take place.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Some examples of impacts on our LCAP include, for example, during the college readiness portion of our student survey, 11th graders pointed out that we did not take them on any college field trips this year like we did with other grades. We will fix that for next year. We have hired an academic coach for the high school and one of her roles will be to address some of the weaknesses in the survey data. One of the things she will do is to create a long-term plan for college visits so that all students visit at least one of each UC, CSU, and private school. When discussing a-g completion with our faculty, it was pointed out that our method for delivering foreign language was not working well, so we made one adjustment last year and will be making another adjustment this year, adding additional classroom support and changing college professors. This had an impact on the college field trips portion of the LCAP.

When it was pointed out that the model of Chromebooks that we gave to our first two classes of high school students were falling apart, we switched from Samsung to Dell and the survey results have improved drastically since then. This had a direct impact on the technology portion of the LCAP.

In our meetings with parents, it was suggested that it might be a great thing for students if we aimed their college courses in such a way that they could complete an associate's degree before graduation. We are now working with the local community college and anticipate that nearly half of our students may be able to accomplish this feat. This directly affects that college readiness portion of our LCAP.

Through feedback from teacher collaboration meetings, we have changed things like adding silent/sustained reading to the 6th grade school day to

affect literacy scores. The idea of using Criterion software came out of English teacher collaboration meetings.

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	WCA will teach a college guidance course and an online college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.

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 need for a school counselor and health tech for college counseling, social/emotional health, parent involvement, and stress management was clear in the original planning of the school and in subsequent meetings and surveys. Metrics include enrollment in college guidance course, counseling contacts data, health tech logbook, graduation rate, a-g completion rate, and sign in sheets for parent and student college information meetings.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	2016-2017: 100%	100%	100%	100%
"a-g" Completion	2016-2017: 100%	100%	100%	100%
Enrollment in College Guidance course	2016-2017: 100% freshmen and sophomores	100%	100%	100%

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
	Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	A full time counselor was hired and all of our freshmen and sophomores are enrolled in College Guidance courses.
Expenditures	BUDGETED $79,054	ESTIMATED ACTUAL $40,944

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
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$85,609	Amount	$89,128	Amount	$93,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)

Action   **2**

	PLANNED	ACTUAL
Actions/Services	Continue the expanded services of health technician.	A full time health tech is on staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,669	$3,369

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
Continue the expanded services of health technician		

BUDGETED EXPENDITURES

2017-18

Amount	$3,520
Source	Supplemental & Concentration
Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)

2018-19

Amount	$3,750
Source	Supplemental & Concentration
Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)

2019-20

Amount	$3,950
Source	Supplemental & Concentration
Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)

Action   **3**

	PLANNED	ACTUAL
Actions/Services	Fund College Guidance class and access for designated sub-groups to additional college classes.	Students completed 1,784 college credits in the 2016-2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,500	$2,785

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
Fund College Guidance class and access for designated sub-groups to additional college classes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,868	Amount	$3,100	Amount	$3,200
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☐ Modified	☒ Unchanged

Goal 2	Increase the amount of technology available to students, the quality of the WiFi available to them, and the number of classroom opportunities to use technology. 2014-2015 will be our baseline year and then each year after that; we will either improve each of these metrics or reach a rate of 90% of respondents rating the metric as "sufficient" or higher.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

With the business world and scientific community becoming world-wide and digital, access to technology and a strong connection to the internet are vital to a student's education in a changing world. Through access to a Chromebook, digital resources, the Google suite, keyboarding instruction, and a variety of technology labs (robotics, coding, etc.), students will be well prepared for their connected future. With state testing being converted to completely online, these changes will also ensure that our students are able to demonstrate their learning appropriately on these exams.

Progress will be measured via technology inventories, student surveys, parent surveys, test scores, and technology inventory.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Chromebooks	2016-2017: 100%	100%	100%	100%
Middle School tech access	2016-2017: 100%	100%	100%	100%
Middle school access to online supports	2016-2017: 100%	100%	100%	100%

ACTIONS / SERVICES

Action   **1**

Actions/Services

PLANNED	ACTUAL
Have online courses in place for remediation, acceleration, and college credits (APEX, IXL, ALEKS,and Coastline)	Licenses were renewed for APEX, IXL, and ALEKS and all high school students have access to Coastline classes and books without cost to them.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$45,000	$53,461

PLANNED ACTIONS / SERVICES

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
Continue to have online courses in place for remediation, acceleration, and college credit (APEX, IXL, ALEKS, and Coastline).		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$59,600	Amount	$64,000	Amount	$66,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Action 2

Actions/Services	PLANNED	ACTUAL
	Continue to provide professional development opportunities.	Teachers took part in district, state, and national professional development opportunities and took part in Advanced Placement summer institutes.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$18,000	$8,133

PLANNED ACTIONS / SERVICES

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
Continue to provide professional development opportunities.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$14,500	Amount	$15,200	Amount	$16,200
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Action 3

	PLANNED	ACTUAL
Actions/Services	Continue to update technology and subscriptions to digital supplemental services	All high school students are loaned a Chromebook and all middle school students have access to a device in class. Subscriptions to Criterion, Gizmos, and Socrative were continued.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,250	$4,608

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
Continue to update technology and subscriptions to digital supplemental services		

BUDGETED EXPENDITURES

2017-18

Amount	$4,892
Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

2018-19

Amount	$5,100
Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

2019-20

Amount	$5,300
Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☐ Modified	☒ Unchanged

Goal 3	100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

It is well understood how vital excellent, credentialed, well-qualified teachers are to the success of a traditional school. When you add on top of that, accelerated honors courses for all, the need for highly qualified teachers becomes even more apparent. Once well qualified teachers are hired, then it is vital to allow them to receive training necessary to remain on the cutting edge and stay up-to-date on changes in standards, assessment, and curriculum.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Teachers Highly Qualified	2016-2017: 100%	100%	100%	100%
High School Teachers Highly Qualified	2016-2017: 100%	100%	100%	100%
Percentage of students enrolled in dual enrollment or AP course	2016-2017: 100%	100%	100%	100%

Action **1**

	PLANNED	ACTUAL
Actions/Services	Fund dual enrollment courses and associated materials taught by community college staff.	All dual/concurrent enrollment courses were fully funded including placement testing, tuition, fees, books, and materials as well as Chromebooks to complete some of the courses on.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$56,154	$63,587

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
Fund dual enrollment courses and associated materials taught by community college staff.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$67,521	Amount	$72,000	Amount	$74,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

Action	**2**		
Actions/Services	**PLANNED** Send teachers to Advanced Placement summer institutes.		**ACTUAL** All Advanced Placement teachers have attended the appropriate training.
Expenditures	**BUDGETED** $5,901		**ESTIMATED ACTUAL** $5,800

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
Send teachers to Advanced Placement summer institutes.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,250	Amount	$6,800	Amount	$7,200
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

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	Students, particularly SED students will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Unduplicated students typically have fewer resources at home to research and visit colleges and have fewer role models in STEM careers. In order to provide equity to our students in preparation for STEM careers, we need to ensure that all students have access to college counseling, college field trips, and the skills necessary to be successful in a STEM career.

These metrics will be measured via classroom observations, field trip calendar, and opportunities for leadership via in-school and extracurricular activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Project-based activities such as engineering days, STEM labs, guest speakers	2016-2017: 100%	100%	100%	100%
Summer school opportunities for remediation and acceleration for those	2016-2017: 100%	100%	100%	100%

who desire				
College and career information, counseling and preparation through College Guidance courses, counselor, and parent nights.	2016-2017: 100% of freshmen and sophomores	100%	100%	100%

Action 1

	PLANNED	ACTUAL
Actions/Services	Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.	Middle and high school students participated in numerous hands-on STEM activities and engineering days. Students at all grade levels participated in a variety of field trips in STEM and humanities.
Expenditures	BUDGETED $8,500	ESTIMATED ACTUAL $9,200

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
Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.		

BUDGETED EXPENDITURES

2017-18

Amount	$9,476
Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

2018-19

Amount	$9,600
Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

2019-20

Amount	$9,725
Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

Action	**2**

	PLANNED	ACTUAL
Actions/Services	High school students participate in Engineering Days.	All high school students participated in one or more engineering days as well as a variety of spirit days.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,901	$5,860

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
High school students participate in Engineering Days.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,860	Amount	$6,565	Amount	$6,800
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999)	Budget Reference	Books & Supplies (4000-4999)	Budget Reference	Books & Supplies (4000-4999)

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: | $260,801 | Percentage to Increase or Improve Services: | 5.39 %

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).

Goal 1: Action 1- The Center for Law and Social Policy (2015) found that unduplicated students are less likely to apply to college and one contributing factor is the lack of knowledge at home about the college entrance process as well of the lack of access to a counselor at school. Closing this "College Knowledge" gap is the goal of this action and that gap is larger for unduplicated students.

CLASP, 2015. Course, Counselor, and Teacher Gaps: Addressing the College Readiness Challenge in High-Poverty High schools. June, 2015. Downloaded: http://www.clasp.org/resources-and-publications/publication-1/CollegeReadinessPaperFINALJune.pdf

Goal 1: Action 2- SRI International found that students who have access to a school nurse or health tech are less likely to miss school and academic achievement improves. Because unduplicated students may have less access to medical care outside of the school and typically have lower attendance rates, the presence of a health tech positively influences unduplicated students even more than their peers.

Goal 1: Action 3- We believe that the best way to ensure that students are ready for college is for them to experience college-level courses in high school. It is well-documented that unduplicated students are under-represented in Advanced Placement and dual enrollment courses. This action aims to remove any barriers that students, particularly unduplicated students, face in accessing these college-level courses. We provide a wide variety of courses, counselors to support students in planning for courses, all of the materials required for the courses, as well as support during courses to ensure that all students are successful and prepared for college. These supports benefit unduplicated students the most.

Goal 2: Action 1- As a charter school, entrance is by random lottery. We can never predict the percentage of unduplicated pupils who will be selected or the needs that the entering class of students will bring with them. We have, however, found that in the past certain things have worked for supporting struggling students. We have found that struggling students cannot catch up to their peers or to their grade level goals by working at the same pace. We have found that digital resources with which students may work at their own pace is an excellent way for struggling students to fill in missing foundational skills in order to perform at grade level. Unduplicated students historically have enrolled with more gaps in their knowledge and therefore have increased need for these resources. These resources work equally well for differentiation of advanced students as well.

Goal 2: Action 2- The greatest resource that an unduplicated student can have is an excellent teacher. Part of being an excellent teacher is attending professional development. Our teachers have access to a variety of professional development opportunities offered locally, state-wide, and nationally. To affect our unduplicated students most, these professional development opportunities often center around ELD, Common Core, NGSS, and Special Education. Our Resource Teacher and ELD Coordinator regularly attends district professional development in these areas.

Goal 2: Action 3- In order for the learning of unduplicated students to be reflected accurately on assessments, they need to have experience with the technology-enhanced assessments. Our teachers use products like Criterion where students write online and have their peers edit their papers virtually, have their teachers provide feedback, and the students edit their drafts numerous times online. These products are available to everyone, but unduplicated students, particularly those of poverty benefit from these resources the most. Because of this particular action, students will have access to this online writing/editing software, science simulations, online testing, and digital assignment submission. Each of these things will help unduplicated students to be able to communicate what they've learned more effectively.

Goal 3: Action 1- Without this action, the burden of college tuition and books would be unfairly biased against unduplicated students. This particular action item allows us to provide college course tuition and fees, college books, and college placement exams to all students at no cost to them. Many unduplicated students would not be able to afford a college class if not for this action and that would put them at a distinct disadvantage in the college application process.

Goal 3: Action 2- Similar to the justification for professional development and college courses, professional development for our teachers who teach Advanced Placement courses also particularly favors unduplicated students who traditionally have a lower pass rate on AP exams than their peers. Through the serviced in the LCAP plan, we aim for all of our students to pass their AP exams with particular emphasis on the extra help that unduplicated students often need. That support begins with proper training of AP teachers.

Goal 4: Action 1- Kisida, Bowen, and Greene's research found that students benefit academically and culturally by taking field trips to museums, nature centers, and other cultural hubs. They found that students from rural and high-poverty schools benefit even more. It is clear that unduplicated students have fewer resources to participate in these cultural and academic experiences on their own and often lack the ability to visit colleges before applying senior year. Our goal in this action is to level that playing field by ensuring that all of our students have access to these opportunities and have the experience of visit numerous local universities. All students will benefit from these experiences, but the research shows that unduplicated students will benefit even more.

Kisida, Bowen, Greene, 2014. The Educational Value of Field Trips. Education Next, Winter, Vol 14, No. 1.

Goal 4: Action 2- According to US Census Bureau data, "Low-SES children are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in after-school activities (U.S. Census Bureau, 2000)." While most students are home interacting with their parents and participating in intellectually stimulating activities, this research shows that many unduplicated students spend their time in less academic pursuits. In order to help remedy this imbalance, we offer Engineering Days, large group engineering projects with a culminating competition at the end. Often these activities involve professional engineers and guest speakers which also benefit unduplicated students more with exposure to unfamiliar careers. Further, Dunnett and his colleagues have demonstrated that the deleterious effects of poverty can be nearly reversed through academic environmental richness. This action aims to enrich the academic environment of all while having the greatest effect on unduplicated students.

Dunnett SB. 2004. Environmental enrichment affects striatal graft morphology and functional recovery. Eur J Neurosci 19:159- 168.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.
>
> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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