

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Millennium High School	Dan Saldate Director	<a href="mailto:dsaldate@tracylc.net">dsaldate@tracylc.net</a> 209-832-6777

## 2017-20 Plan Summary

### The Story

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

Millennium High School provides an education option for all students in grades 9-12 who reside within the Tracy Unified School District and elsewhere in California’s Central Valley. As a charter school, Millennium High School is a public school of choice available for parents interested in pursuing a unique educational environment for their children. Millennium High provides access to technology as well as supremely competent and qualified instructors as a source of information and learning. Millennium offers opportunities for early college enrollment and a mandatory summer term called Fast Track that provides opportunities for accelerated learning. Parents, students and educators benefit from productive and specialized classroom environments that provide exciting opportunities to learn. The staff of Millennium High believes in a vision of education where students do not benefit from access alone but from continuous, dynamic interaction between all shareholders of a learning community. Students, staff, parents, and members of the surrounding community all working collaboratively to provide the best possible education for all.

A graduate of Millennium High School will be prepared to further their education equipped with skills that will benefit them as lifelong learners. Graduates will be complex thinkers able to analyze information and draw appropriate conclusions. Graduates will be communicators able to present findings, their point of view and share their research in any setting. A Millennium High graduate will be collaborative having spent four years of high school working with other students and teachers to produce the best possible works. After four years, graduates will be self-directed learners having been instructed in the skills needed to set future academic and career goals, apply to colleges and manage their daily lives. Graduates will also become responsible members of the community having spent four years at Millennium High volunteering 200 hours of community service to businesses, charities and social organizations. A graduate of Millennium High School will aspire to great heights, advance toward higher learning and achieve their dreams and goals.

## LCAP Highlights

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

Restorative Justice made a positive impact in the school reducing suspensions from the previous year.

Additional Math assessments were incorporated to track student progress in each math course.

## 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

The greatest progress was seen in Goal 1. Restorative Justice was implanted school wide which resulted in greater student behavior and addressing school goals. There was a significant reduction in school suspensions and disciplinary hearings.

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

Student overall performance on smarter balance testing was strong. However, a need has been identified pertaining to the performance of the English Language Learners and the ethnic Hispanic subgroups who attend MHS. These subgroups were found to be two performance levels below similar student sub groups at other California Charter Schools. These students are grouped according to their level of proficiency in Math and English and instruction is aimed at that level. However, designated time is provided for EL students needing greater support.

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

In comparing performance for subgroups within the school no such performance gaps exist. However, when looking at a comparison of our sub groups with other California charters schools we have determined a need for continued support of our English Language Learners and Hispanic sub groups.

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.

## Increased or Improved services

[Add text here]

## 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

\$5,167,788

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$278,027

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.

[Add text here]

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year 2018-2019

\$5,445,815

# Annual Update

LCAP Year Reviewed: 2017-18

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

## Goal 1

**Decrease suspensions through the implementation of Restorative Justice behavioral correction model.**

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 6

Local Priorities: N/A

## Annual Measureable Outcomes

Expected	Actual
Reduction in suspension rate of 3-5% and an increase in student awareness.	Millennium High saw a 4% decrease in suspension rate over the first year of the LCAP. This was rated as a significant change on the LCCF Dashboard. The status of Millennium High School sub groups also showed significant improvement. Hispanic, African American, EL Learners and Socio-economically disadvantaged showed decreases of 2% or better after the first year of the three year LCAP.
Staff will show a 75% approval of this new program	While staff did not outwardly disapprove the total approval of the Restorative Justice program was not gauged to be 75%. 50% of the staff approved of the program.

## Actions / Services

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

# Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>1. Administration will be trained in philosophy and implementation of restorative justice.</li> <li>2. High School counselor will be assigned to monitor and help implement restorative justice classes</li> <li>3. Monthly data will be circulated to all staff regarding students completing restorative justice versus suspensions</li> <li>4. Students will be surveyed at the end of each semester to determine its effectiveness</li> <li>5. Teachers will be surveyed at the end of each quarter.</li> </ol>	<p>Administration was trained in philosophy and implementation of restorative justice.</p> <p>High School counselor was involved in monitoring and helping implement restorative justice.</p> <p>Monthly data was circulated to all staff regarding students completing restorative justice versus suspensions</p> <p>Students were not surveyed at the end of each semester to determine its effectiveness</p> <p>Teachers were not surveyed at the end of each semester.</p>	<p>\$84,121</p>	<p>\$84,121</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff approval of Restorative Justice will improve with additional in service trainings and involvement.

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

On the cognitive level the staff seemed to understand the concept. Further instruction as to its nature is no longer required. Staff needs a greater understanding of the discipline program on a classroom and school wide level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$84,121 was the budgeted expenditure for this goal and \$84,121 was the actual expenditure to meet this goal.

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.

A greater number of staff will be involved in the Restorative Justice process at a classroom and school level. A further 1% decrease in overall suspension rate is believed possible with these updates.

## Goal 2

**Unduplicated students will show an increased success rate on Smarter Balance state testing and enrollment in A-G required courses.**

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 2, 3, and 4

Local Priorities: N/A

**Annual Measurable Outcomes**

**Expected**

**Actual**

Students in the EL subgroup will show a decrease of 2% in the percentage of students scoring NOT MET on English and a 10% decrease in the percentage of students scoring NOT MET on Math.

Students in the low socio-economic subgroup will show a 5% decrease of students scoring NOT MET in English and a 10% decrease in the percentage of students scoring NOT MET on Math

EL Students scoring in the Not Met category on smarter balance English tests increased by 7% to an overall of 73% based on a population of 12 students enrolled.

EI Students scoring in the Not Met category on smarter balance Math tests remained constant at 33% of this subgroup population.

Economically disadvantaged students scoring in the Not Met category on the smarter balance English tests increased by 7% to 26% overall based on a student population of 27.

Economically disadvantaged students scoring in the Not Met category on the smarter balance Math tests decreased by 9% to 33%.

An increase of 5% of unduplicated students will be on course to complete A-G requirements by graduation – A baseline of 20% of unduplicated students was determined for students on course to meet A-G requirements at the start of this three year LCAP.

65% of unduplicated students are on course to meet A-G requirements. We feel we greatly underestimated this goal. We would like to increase this goal to 75%.

**Actions / Services**

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continued application of Homework Support three days per week.</p> <p>EL Coordinator will oversee and conduct all testing and provide additional classroom support.</p> <p>Teacher mentors will meet with students to discuss grades and offer strategies for improvement.</p> <p>Math Curriculum for basic level students will be redeveloped for greater student success.</p> <p>Counselors will select students for college bound club that show potential</p>	<p>Three days of after school homework support was offered throughout the year and supported all students.</p> <p>The EL Coordinator proctored all EL testing and provided support throughout the year.</p> <p>Math curriculum was redeveloped with the addition of a Basic Math class intended to remediate students in need.</p> <p>Teacher mentors were utilized to perform grade checks and extra help for students.</p> <p>College bound program was fully implemented.</p>	<p>\$19,958</p>	<p>\$19,958</p>

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Homework support was provided at least three days of week including adding time before school and during lunch. The EI coordinator provided help for EL students by supporting classroom teachers.

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

Math continues to lag behind the other areas in growth and we will continue to develop instructional strategies to better support mastery of learning for low performing students. This is based on an analysis of student grades and results on state testing and other standardized testing for this subgroup.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A these were equal amounts.

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.

Teachers will analyze strengths and areas of weakness as reported on finals for each course. Teachers will plan and coordinate efforts in each course by revising the curriculum and instruction practices.

## Goal 3

The percentage of students who score NOT MET or NEARLY MET on the smarter balance test for Math will decrease over the three year LCAP

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 2, 4, and 7

Local Priorities: N/A

**Annual Measureable Outcomes**

**Expected**

11th Grade students will show a 5% reduction in the percentage of students scoring NOT MET and a 5% reduction in the percentage of students scoring NEARLY MET on the Smarter Balance Math Test

60% of math students at MHS will be sufficiently ready to move on to the next level of their Math curriculum and courses.

**Actual**

This goal was not achieved. 11<sup>th</sup> grade students showed an increase in the percentage scoring at both the NOT MET and NEARLY MET levels on the Smarter Balance Math Test. The percentage of unduplicated students scoring NOT MET increased from 31% to 35%. The percentage of students scoring NEARLY MET increased from 27% of unduplicated students to 30% of unduplicated students.

Based on readiness placement tests more than 60% were not ready for the next course level of Math.

**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**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<ol style="list-style-type: none"> <li>1. Teachers will revise curriculum for all Math courses offered.</li> <li>2. Create two sections of remedial Math with a less than a 20 to 1 student to teacher ration to support students scoring Not Met standards.</li> <li>3. All Math courses will incorporate the UC Davis diagnostic test three times per year to ensure growth and appropriateness for the next level Math placement</li> <li>4. Teachers will incorporate different instructional strategies to meet the</li> </ol>	<p>While the Davis Diagnostic test was administered teachers did not review the results of the test to make changes to curriculum that were needed to achieve student mastery.</p> <p>MHS did not compete in county wide math competitions.</p>	<p>\$80,975</p>	<p>\$80,975</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>5. needs of different levels of learners.</li> <li>6. Teachers will reinforce learning through the use of computer Math Applications.</li> <li>7. Practice Smarter Balance Math tests will take place in Math classes.</li> <li>8. Students who are falling behind proficient levels will be encouraged to attend after school homework support and seek tutoring.</li> <li>9. MHS will participate in countywide Math competitions</li> <li>10. Department chair will observe math teachers and provide feedback on the use of notes and instructional strategies in all Math classes.</li> </ul>			

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve the indicated goal teachers were tasked with revising curriculum for all Math courses offered. Further, a goal was set to create two sections of remedial Math with a less than a 20 to 1 student to teacher ration to support students scoring Not Met standards. All Math courses did incorporate the UC Davis diagnostic test three times per year to ensure growth and appropriateness for the next level Math placement. However, the emphasis on the importance of these tests and the use of the results to drive instruction

needs improvement. Teachers did incorporate different instructional strategies to meet the needs of different levels of learners. Learning through the use of computer Math Applications was implemented but did not appear to have the intended improvement. □ Practice Smarter Balance Math tests were not utilized in Math classes as intended as a goal in the LCAP. Students who are falling behind proficient levels were encouraged to attend after school homework support and tutoring. The Math department chair did observe math teachers and provide feedback on the use of notes and instructional strategies in all Math classes but has been tasked with placing more emphasis on this area for the upcoming year.

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

The overall effectiveness of the actions and services put in place to achieve this goal were very ineffective. Instead of having the intended outcome of a decrease of 5% in each category indicated on the smarter balance test increases were seen. This makes it very clear that more attention and focus must be place on this goal during year two of this LCAP in order to achieve the intended outcome.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual budgeted expense to achieve this goal was \$80,975 and that was the amount allocated as an expenditure to achieve this goal.

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 UC Davis diagnostic Math test will be administered and reviewed three times each year. The review progress for students will be checked.

Teachers will develop more specific interventions strategies for students having difficulty.

Math labs will be instituted for students receiving a C- or lower grade at any point during any quarter.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

Stakeholders that contributed to this LCAP include Administration, the Board of Directors for the Tracy Learning Center, teachers, parents and students. Meetings were held monthly throughout the school year, board members hear from parents and the community as needed. Focus groups are held with students annually and topographically. Tracy Unified School district as the authorizer of the charter also provides feedback each year during their oversight visits that take place bi-annually. Goals are set annually at the staff spring professional learning communities.

## Impact on LCAP and Annual Update

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

Feedback is reviewed, categorized and prioritized and incorporated in the LCAP plan.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

**Decrease suspensions through the implementation of Restorative Justice behavioral correction model.**

**State and/or Local Priorities addressed by this goal:**

State Priorities: State Priority 6  
Local Priorities:

### Identified Need:

The need identified seeks to move suspension rates at Millennium High School on the LCCF Dashboard from “Orange” to Green by year 2 and the “Blue” by year 3 of this LCAP which will be the school year 2020-21.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>LCFF Dashboard</b>	“Orange” rating in Suspension Rate.	A decrease in suspension rate of 3-5% and an increase in student awareness.	“Green” Rating – A 5% decrease	“Blue” rating – a demonstrable decrease in suspension rate while maintaining decrease from previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Staff Survey</b>	60% of staff currently approve of student discipline plan	Staff will show a 75% approval of this new program	Staff will show an 80% approval of this new program	Staff will show an 85% or greater approval of this program

Unchanged Goal

## Goal 2

**Unduplicated students will show an increased success rate on Smarter Balance state testing and enrollment in A-G required courses.**

**State and/or Local Priorities addressed by this goal:**

State Priorities: State Priority 2, 3 and 4  
 Local Priorities: N/A

### Identified Need:

Unduplicated students are underperforming our general student population in these areas.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCFF Dashboard indicates a significant number of EL students, socioeconomic disadvantaged and	EL students =7% NOT MET in English and 33% NOT MET in Math out of 31 qualified students Socio-Economic= 19% NOT MET in English and	EL a decrease of 2% in the percentage of students scoring NOT MET on English and a 10% decrease in the percentage of students scoring NOT	EL a further decrease of 2% in the percentage of students scoring NOT MET on English from baseline and a further 10% decrease in the percentage	EL a further decrease of 2% in the percentage of students scoring NOT MET on English from baseline and a 10% decrease in the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
disabled students scoring at NOT MET or NEARLY MET on the Smarter Balance Test in both English and Math	42% NOT MET in Math out of 26 qualified students Disabled Students are not a significant population and therefore do not have independent results reported	MET on Math Socio-economic students a 5% decrease of students scoring NOT MET in English and a 10% decrease in the percentage of students scoring NOT MET on Math	of students scoring NOT MET on Math from baseline Socio-economic students a further 5% decrease of students scoring NOT MET in English from baseline and a further 10% decrease in the percentage of students scoring NOT MET on Math from baseline numbers	scoring NOT MET on Math from baseline Socio-economic students a further 5% decrease of students scoring NOT MET in English from baseline and a further 10% decrease in the percentage of students scoring NOT MET on Math from baseline numbers
Enrollment in A-G course	Currently 20% of unduplicated students are on course to meet A-G requirements	An increase of 5% of unduplicated students on course to complete A-G requirements by graduation	A further 5% increase in the percentage of unduplicated students who will fulfill A-G requirements by graduation	A further 5% increase in the percentage of unduplicated students who will fulfill A-G course requirements by graduation. After the three years of this LCAP the percentage of unduplicated MHS students who fulfill A-G requirements shall be equal to 35% of the total number of unduplicated students enrolled.
Unchanged Goal				

### Goal 3

**The percentage of students who score NOT MET or NEARLY MET on the smarter balance test for Math will decrease over the three year LCAP**

## State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 4 and 7

Local Priorities: N/A

## Identified Need:

58% of Millennium High 11th grade students perform at NOT MET or NEARLY MET on the Smarter Balance Math Test (Not Met 31% and Nearly Met 27%).

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Results of Smarter Balance Math Tests for Juniors	NOT MET is 31% NEARLY MET is 27%	11th Grade students will show a 5% reduction in the percentage of students scoring NOT MET and a 5% reduction in the percentage of students scoring NEARLY MET on the Smarter Balance Math Test	11th Grade students will show an additional 5% reduction in the percentage of students scoring NOT MET and an additional 2% reduction in the percentage of students scoring NEARLY MET on the Smarter Balance Math Test	11th Grade students will show an additional 5% reduction in the percentage of students scoring NOT MET which would result in a 15% reduction over the course of the three year LCAP and an additional 2% reduction in the percentage of students scoring NEARLY MET on the Smarter Balance Math Test which would result in a 9% reduction over the course of the three year LCAP
UC Davis Mathematic Diagnostic Test given tri-annually to monitor growth at	Students must achieve a 50% proficient score on this test in order to be recommended for the next level of Math	60% of math students at MHS will be sufficiently ready to move on to the next level of their Math curriculum and courses.	An Additional 2% of math students at MHS will be sufficiently ready to move on to the next level of their	An additional 2% of math students at MHS will be sufficiently ready to move on to the next level of their Math curriculum and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the current course placement. Used to ensure readiness for the next level of Math			Math curriculum and courses.	courses resulting in a 14% or better improvement over the course of the three year LCAP

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

Those students not meeting classroom and school expectations for behavior that would "normally" result in suspension

**Location(s):**

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

Grades 9-12

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,121	\$ 100,000	[Add amount here]
Source	LCAP funds	LCAP funds	[Add source here]
Budget Reference	1210-9998-11-3110-1 1101-9998-11-1000-1	1210-0000-11-3110-1 1101-0000-11-1000-1	[Add budget reference here]

### Planned Actions / Services

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

#### Action 2

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

**Students to be Served:**

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

ALL Students, EL Students

**Location(s):**

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

9-12

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$70,000	[Add amount here]
Source		LCAP funds	[Add source here]

Year	2017-18	2018-19	2019-20
Budget Reference		1101-0000-11-1000-1	[Add budget reference here]

## Planned Actions / Services

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

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

All Students

9-12

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

[Add 2017-18 selection here]

[Add 2018-19 selection here]

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$109,000	[Add amount here]
Source		LCAP funds	[Add source here]
Budget Reference		1101-0000-11-1000-1	[Add budget reference here]

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 278,027

5.38% increase

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)

Through goal 1 there will be a greater emphasis on student support and performance in the classroom. More specific support for freshman and those having difficulty with academic performance. There will be a refined outline in curriculum in English and Math particularly for under achieving students.

# 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**

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*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](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

### Related State and/or Local Priorities

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

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

#### Actions/Services

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

#### **New/Modified/Unchanged:**

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

- A. Statewide assessments;
- B. The 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?