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

Tulare County
Office of Education

Jim Vidak, County Superintendent of Schools

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	Tulare County Office of Education		
Contact Name and Title	Anjelica Zermeno Administrator	Email and Phone	azermeno@see.tcoe.org 559.733.6963

2017-20 Plan Summary

THE STORY

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

La Sierra Charter High is governed by the Tulare County Board of Education with Jim Vidak serving as Tulare County Superintendent of Schools. At La Sierra High School, we are committed to presenting an educational vision and program that celebrates and assures all of our students are successful. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, productive and adaptable, with the skills and talents to enable them to successfully contribute to society. La Sierra High School serves Tulare County and surrounding counties and is open to all students in grades 7-12, who desire a small learning community. Through smaller class sizes and more individual attention, the school provides an alternative solution to a large comprehensive high school setting. La Sierra is a unique school that serves as a safety net for students who are struggling academically and socially and at risk of falling through the cracks and heading for a community day school or juvenile hall. La Sierra addresses students' barriers to learning and proactively engages them in a safe and comprehensive instructional program that yields successful learning. La Sierra has an enrollment of 245 students and 26 staff part-time & full time staff members. They all work and function together as a family.

LCAP HIGHLIGHTS

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

In the 2016-17 school year, La Sierra worked toward ensuring growth in all core academic areas (LCAP Goal 2) due to the great gaps that students come with; ensuring that staff learn ways to support students that are at risk. Maintaining a safe school climate (LCAP Goal 3) is an area of priority that continues to be addressed as the demographics proves that the majority of the student population requires removing barriers that keep students from learning. Lastly, ensuring students have opportunities to envision college and career (LCAP Goal 1) provides a goal and great opportunities that the students wouldn't otherwise be able to access.

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

Based on a review of performance LCAP GOAL 1, La Sierra continues to see growth in various areas such as reducing barriers and opening the doors to post-secondary pathways. By opening doors and creating high expectations it increases other areas of improvement such as intervention and academics.

LCAP GOAL	EVIDENCE OF NEED/OUTCOMES
#1.1 Increase access to A-g coursework	**Students Enrolled 1 or More A-g Courses** 140 ─ 127 (2014-15) 120 100 80 60 40 20 0 ─ 0 (2012-13) ─ 0 (2013-14) 2012-13 2013-14 2014-15 **College of the Sequoias Concurrent Enrollment Pass Rate** 100% 90% 80% ─ 57% (2013-14) 70% 60% 50% 40% 30% 20% 10% ─ 0% (2012-13) ─ 100% (2014-15) 0% 2012-13 2013-14 2014-15 **College Bound Students** Percentage of Students 60% ─ 56% (2014-15) 50% 40% 30% ─ 28% (2013-14) 20% ─ 22% (2012-13) 10% 0% 2012-13 2013-14 2014-15 YEARS

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

Based on review of performance data LCAP Goal 3 surveys indicate student enroll with barriers such as social-emotional barriers. Data and survey's indicate a continued need towards reducing truancy, discipline, and social-emotional issues for students so that academics can become a focus area. Most students come to La Sierra to make a change, attendance is an area that the staff continues to develop strategies for student attendance and tardiness. Because of the habitual truancy issues that student come to school with a great need for developing new habits of student self-motivation, interdependence, and school success. La Sierra prides itself in recognizing the barriers and developing intervention and prevention strategies that help remove barriers so that students can continue to return to the education path of success a continued work in progress for La Sierra.

#3.4 Reduce truancy and suspension rates.

truancy rate

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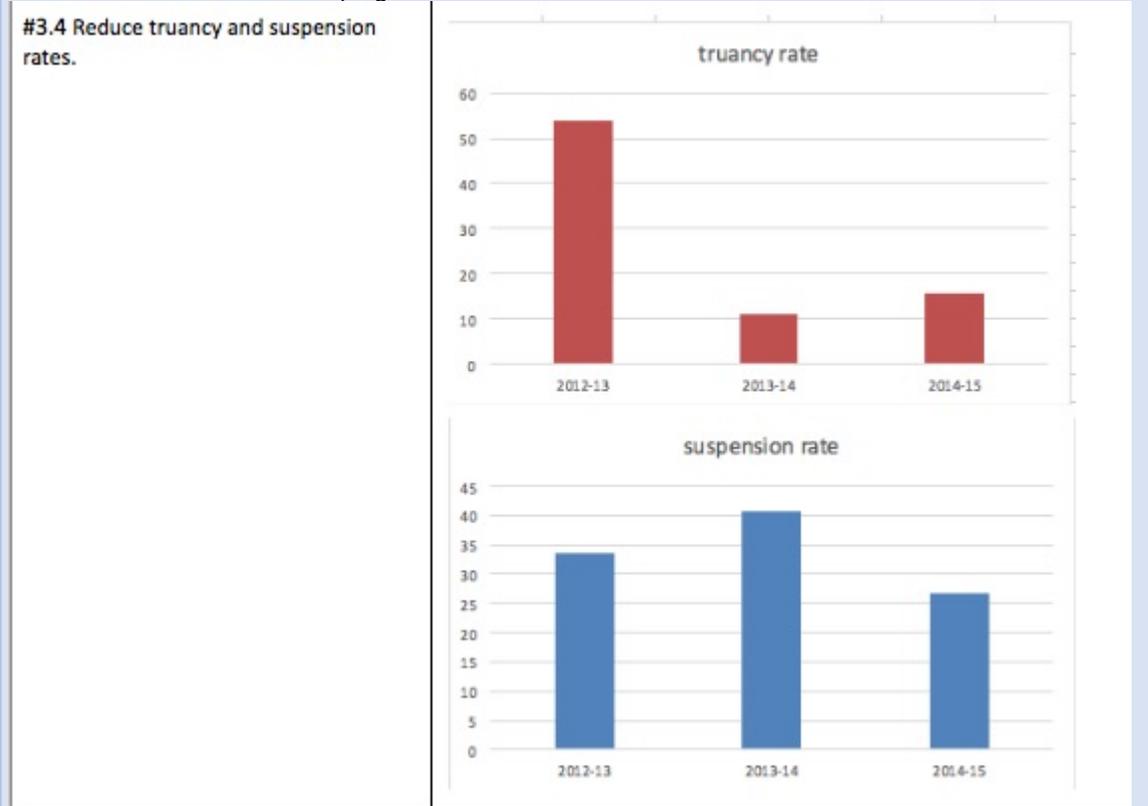
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

After a review of the state performance LCAP goal academic performance and local measures provided by the school, indicate that students enroll with great gaps in all content areas and must be a continued goal. La Sierra will continue to progress due to successful gains, it is necessary to offer the supports services addressing the whole child with their intervention/prevention plans, intervention plans, ELD, academics, and college/career ready plans. 75% enroll already failing and with great content gaps, and truancy concerns that hinder the ability to achieve content. Due to the achievement gaps students often drop out of school.

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.

After review and analysis, La Sierra will continue to improve overall transcript data, graduation data, discipline, and attendance data for ALL students including subgroups, English Learners, and foster youth. The TCOE social worker will coordinate meetings through SART to address truancy concerns. Foster Youth Liaison will bridge communication and offer additional support services for students. Interventions such as success labs, tutorials, will continue to be provided offering additional time and support for students. Content Consultants will continue to offer support for teachers in lesson study to help engage and include all students. NPDL learning and content will continue to support learning in writing and reading strategies for students and teachers. Monday Matters and Monday Success will support goal setting and college readiness for increasing intrinsic motivation and social/emotional wellness as a support as students re-engage in academic learning.
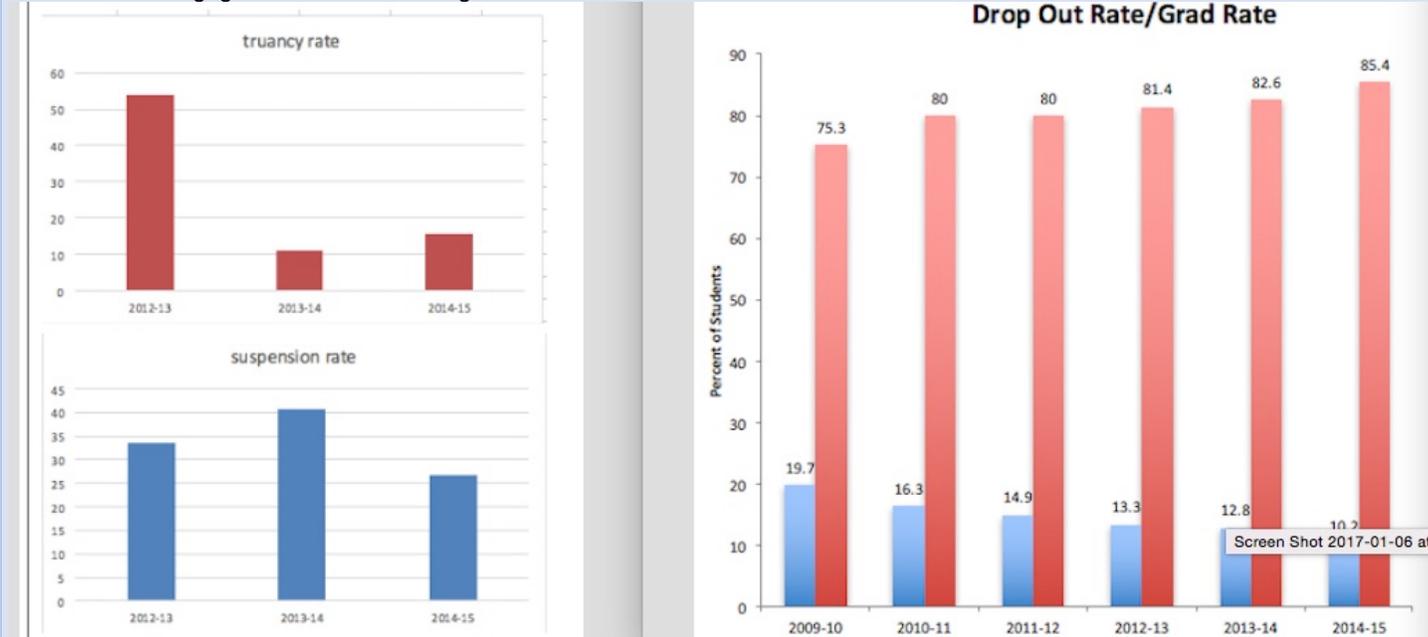
BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,524,007.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$628,704.79

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.

It is necessary to ensure services for La Sierra students include services that meet the whole child's needs. In an effort to ensure services additional supports and funding are provided for the following services and programs: administrative services, business services, human resources, facility support services, special services, health services, special programs, career and technology support, and professional development. Additional funding support is provided via title one services, California Academic Program Partnership, Career Technical Education Incentive Grant, College Readiness Grant, and Lottery.

| $2,153,025.00 | Total Projected LCFF Revenues for LCAP Year |

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal

1

All students will develop and maintain themselves as self-directed learners who are college and career ready for a successful future.

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

A. Increase course access and equity for students- 16 courses available

B. Increase awareness of college and career programs for students and parents 70%

C. Increase rigor of course work for students as requested from student surveys.

D. Increase courses and college/career pathways and community partnerships 0 certified pathways

ACTUAL

A. 21 A-g courses are now available for ALL students to access

B. Surveys indicate 78% of parents and students are more aware of college and career options

C. Surveys continue to indicate a need to increase rigorous content.

D. CalPads indicate certified course numbers and 2 certified teachers for 3 CTE pathways.

E. Increase parent education awareness regarding college readiness

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

#1 We will add course electives which include staffing, curriculum, career readiness, job readiness, and college readiness and develop/align CTE coursework and pathways.

ACTUAL

#1 Partnered with TCOE Choices for college and career readiness, partnered with Carpenters union, partnered with TCOE College and Career, partnered with College of the Sequoias, and Fresno State University.

Expenditures

BUDGETED
Directive 5800: Professional/Consulting Services And Operating
Expenditures Supplemental and Concentration $40,000.00

ESTIMATED ACTUAL
Directive 5800: Professional/Consulting Services And Operating
Expenditures Supplemental and Concentration 40,000

Directive 5800: Professional/Consulting Services And Operating
Expenditures LCFF 1000

Directive 5800: Professional/Consulting Services And Operating
Expenditures California Partnership Academies 5000

Action 2

Actions/Services

PLANNED
#2 We will improve ties to business, industry, and community as part of service and college readiness that include presentations, four-year plans, and student portfolios

ACTUAL
#2 Parented with Carpenters Union for Added CTE courses for certification, added CTE Staff, increased staffing, applied for a CTEIG grant, parented with choices for college and career presentations. Trained staff on Monday Matters, and Monday Success,

Expenditures

BUDGETED
0

ESTIMATED ACTUAL
see goal 2 action 1 for added staff 1000-1999: Certificated Personnel Salaries LCFF

goal 1 action 1 5800: Professional/Consulting Services And Operating Expenditures Title I

Action 3

Actions/Services

PLANNED
#3 We will increase access and awareness to post secondary pathways, increase the number of A-g courses, and A-g/credit recovery through use of Cyberhigh.

ACTUAL
#3 purchased online Edgenuity and Compass Learning Program and removed Cyberhigh, for additional certification courses, and trained teachers.

Expenditures

BUDGETED
4000-4999: Books And Supplies Lottery 8,000

ESTIMATED ACTUAL
4000-4999: Books And Supplies Lottery 4814.87

Action 4

Actions/Services

PLANNED
#4 We will increase access to interactive technology and education to ensure students and teachers will have the skills that allow students to be ready for real world application/CCSS through the use of Google docs, digital literacy courses/staffing.

ACTUAL
#4 Training in Goole docs and classroom, purchased more applications and software. Counselors attended conferences.

Action 5

Actions/Services

PLANNED	ACTUAL
#5 We will ensure classrooms are equipped with current technology including student access to interactive electronics for 21st century learning skills.	#5 Purchased more laptops, contracted with technology support, maintained current laptops and purchased televisions for classroom use.

Expenditures

BUDGETED	ESTIMATED ACTUAL
0	4000-4999: Books And Supplies LCFF $19,210.13

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.	A directive was developed with TCOE Choices programs to address various support services and programs with regards to all goals. The directive provides a direct impact on students with Monday Matters presentations for college and career readiness, re-engaging students in goals setting and basic college fundamental skills. Courses were increased to offer equitable services for all students to have the opportunity to work towards college and career readiness. A student academic counselor was hired to support and prepare students for academic counseling and transcript review as well as planning.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The directive has a huge impact on La Sierra students, allowing for direct services students throughout the day, addressing various areas such as college/career, interventions that apply to the whole child. In addition programs such as: character counts support, Monday Matters and Monday success support for students. Students receive services daily, weekly and monthly ensuring students are setting goals and re-engaging in education and positive goal setting and planning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	La Sierra increased services to students by hiring an academic counselor, a CTE Instructor and purchased more technology hardware for use by students.
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.	Due to the increase in enrollment and increased programs we have increased the support of students by adding a counselor, CTE instructor, more technology to provide for parents and students.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Improve academic achievement in all core areas including ELD.

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

1. students will increase growth on state assessments
2. students will increase growth on local benchmark assessments
3. Instructional Rounds data will show an increase in overall classroom learning 75%

ACTUAL

1. students increased in all grades except 7th grade
2. students increased growth on local benchmark assessments
3. Instructional Rounds data indicates an overall classroom increase in learning 85%
4. Reclassify EL students according to CELDT scores

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

#1 Use of data systems and SIS to ensure access for data driven instruction, team analysis, and adjustment of instruction through the use of Pathways, Edmodo, Instructional rounds, and Staff Training.

ACTUAL

1. Pathways continue to track students with assessments as a new system La Sierra Staff is still learning aspects of the Pathways program. The team continues to analyze data on a systematic basis in all meetings. Instructional rounds were utilized but found to be ineffective due to lack of sub coverage for teachers. Edmodo was removed as the staff

agreed and instead utilizing Google Docs to manage data for writing assessments.

Expenditures

BUDGETED
Pathways 5800: Professional/Consulting Services And Operating Expenditures LCFF 5965
sub costs 1000-1999: Certificated Personnel Salaries LCFF $24,000
4000-4999: Books And Supplies LCFF 800

ESTIMATED ACTUAL
Pathways 5800: Professional/Consulting Services And Operating Expenditures LCFF $5965.00
Sub costs 1000-1999: Certificated Personnel Salaries LCFF $46,912.00

Salaries w/out benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $291,077.0

Action 2

Actions/Services

PLANNED
#2 Provide comprehensive and ongoing professional development, coaching opportunities, core/intervention curriculum, and collaboration time learning content standards and EL instruction in all core areas.

ACTUAL
#2 La Sierra contracted with TCOE ERS consultants for lesson study and instructional rounds. Sub money was spent to allow teachers time, opportunity to learn, and time to collaborate/analyze data.

Expenditures

BUDGETED
PD 5800: Professional/Consulting Services And Operating Expenditures Title I 30000
Books and Materials 4000-4999: Books And Supplies LCFF $2500.00

ESTIMATED ACTUAL
PD 5800: Professional/Consulting Services And Operating Expenditures Title I $30,000.00
Books and Materials 4000-4999: Books And Supplies Lottery $3072.58

Action 3

Actions/Services

PLANNED
#3Provide academic prevention, intervention, and remediation courses, staffing beyond the regular school day. This includes curriculum and digital learning.

ACTUAL
#3 Students were offered success labs, tutoring beyond the regular school day. The curriculum was purchased for various content areas. Cyberhigh was removed and Edgenuity was the preferred choice by staff offering a wider range of courses for students.

Expenditures

BUDGETED
Cyberhigh 4000-4999: Books And Supplies Lottery $8125.00
ASP 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) $3000.00

ESTIMATED ACTUAL
see goal 2 action 1 4000-4999: Books And Supplies LCFF
ASP 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) $3000.00

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.	Overall implementation of intervention labs and remedial courses continue to serve students with great gaps and are essential to helping student continue to achieve growth. Professional development with Tulare County consultants continues to assist in the growth and building capacity of teachers on campus.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	La Sierra students and staff continue to see growth in writing with the use of NPDL Writing focus for the school 80% of students gained in their reading and writing skills as evidenced by writing benchmarks.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Sub costs were greater for professional development planning, supplies and materials as a result of planning also increased.
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.	Changes made were to curriculum, Edgenuity programs offered more variety of courses for students rather than Cyber high which had limited courses available. After further implementation La Sierra found that in 17-18 their will be an increase in EL content strategies and differentiated instruction as that is an area of weakness.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

La Sierra will continue to maintain a safe school climate that develops students who will demonstrate effective communication, are globally, personally, socially responsible learners that give back to the greater community.

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
1. 40% of students do not feel physically/emotionally safe 2. 25% of parents and students feel communication can be improved 3. Improve ADA and Truancy Rates 4. Improve suspension and discipline rates 5. Improve dropout/graduation rates	1. 59% of students feel physically and emotionally safe at school an increase of 19% 2. 14% of parents and students feel communication can be improved a positive decrease. 3. ADA has increased annually 4. Data indicates a need to continue working towards Truancy rates 5. Data indicates a reduction in discipline 6. Data indicates majority of students are more concerned with life barriers rather than education an area to be addressed 6. Increase parent education for supporting student learning
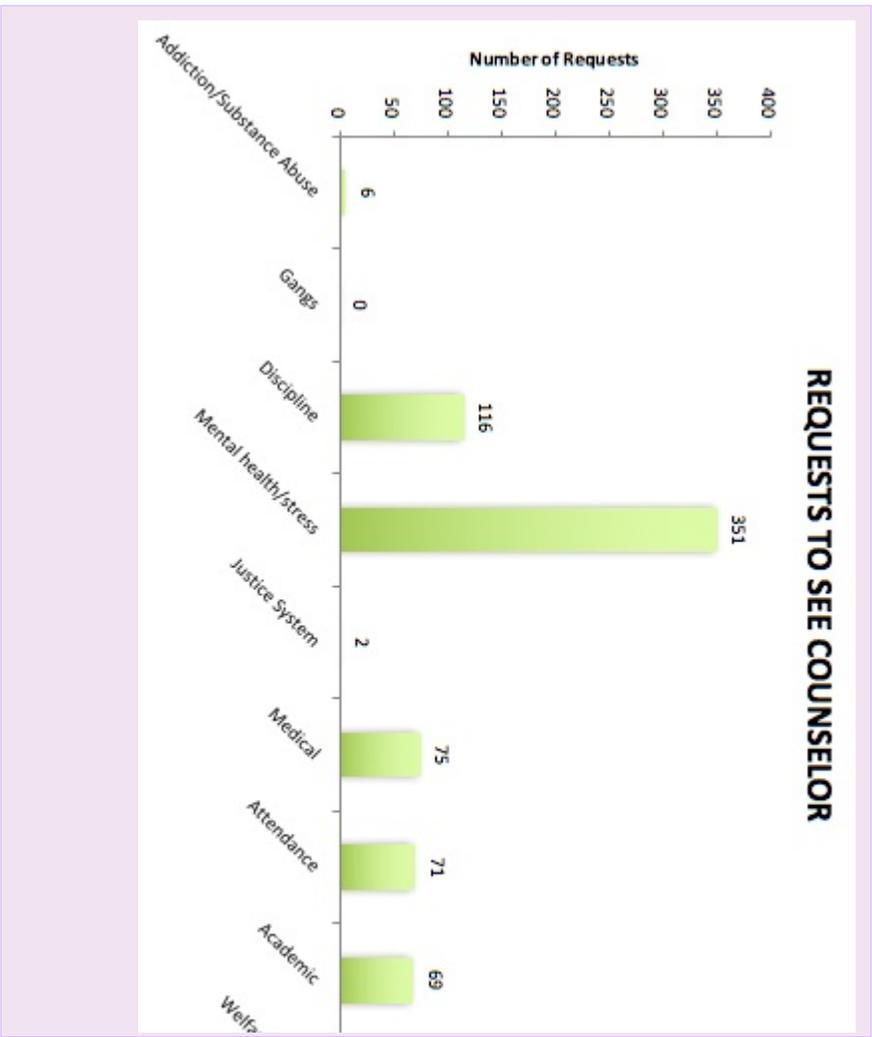
ACTIONS / SERVICES

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

truancy rate

suspension rate

REQUESTS TO SEE COUNSELOR

Number of Requests

Category	Value
Addiction/Substance Abuse	6
Gangs	0
Discipline	116
Mental health/stress	351
Justice System	2
Medical	75
Attendance	71
Academic	69

Action	1

Actions/Services

PLANNED

#1 Provide social/emotional prevention, intervention, and remediation above and beyond the regular school day by providing skills in student leadership, team building, community service, clubs, outreach, courses in conflict resolution, problem-solving, peer mediation, healthy connections, and counseling services.

ACTUAL

Social/emotional prevention and intervention continues to be offered along with clubs, outreach, community services, medical and health services, and more.

Expenditures

BUDGETED

ESTIMATED ACTUAL
see goal 1 action 1 5800: Professional/Consulting Services And Operating Expenditures Title I

Action 2

Actions/Services

PLANNED
#2 Increase and monitor methods of communications, participation and program awareness for all stakeholders with the utilization of blackboard, remind me, US mail , and parent education meetings.

ACTUAL
#2Blackboard teleparent and remind me continue to serve families well. Parent awareness meetings need to be continued to increase participation.

Action

Expenditures

BUDGETED

ESTIMATED ACTUAL
5900: Communications LCFF $9,273.85

Action 3

Actions/Services

PLANNED
#3 Increase pupil attendances ADA rates, enrollment rates, truancy rates, suspension, and discipline rates through the use of positive recruitment, truant officer, attendance monitor, and pathways.

ACTUAL
ADA rates continue to increase while discipline continues to be reduced. However, there is still a need to work in this area. Attendance rates are an area of concern as they relate to the social and emotional wellness of students. A SART team has been developed for the upcoming school year.

Expenditures

BUDGETED

ESTIMATED ACTUAL
7000-7439: Other Outgo Other $8,207.00

Action 4

Actions/Services

PLANNED
Maintain basic facilities, staffing, ensure operations include basic facility/safety improvements as addressed by the FIT plan

ACTUAL
Facilities have been improved, additional PA and speakers were added to ensure students safety.

Expenditures

BUDGETED
LCFF

ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $166,461.00
5900: Communications LCFF $7711.94

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.	La Sierra has implemented an abundance of services as it relates to the culture and climate of the school. This goal is to ensure the foundation for student allows student to accomplish other LCAP goals 1 and 2.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Goal 3 has been an effective plan for students as measured by school surveys, and other schoolwide data.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	After further analysis and increased enrollment data indicates the need for increased services
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 changes are increasing services for students as the enrollment has increased one example is adding parent education awareness and revising a more strategic system for attendance in the future.

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?

The Parent Advisory, English Learner Parent Subcommittee, special services, student leadership, school personnel, CTA representatives and school leadership reviewed annual schoolwide data and survey data, including the LCAP from the prior year. The group discussed and reviewed the data in relation to school finance and the 8 priorities. Collaboration and discussion was held to determine the upcoming plans for the year.

IMPACT ON LCAP AND ANNUAL UPDATE

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

After consideration and review of the LCAP goals, schoolwide data and surveys the group determined that the goals identified will need to include the same services as the year prior with some drill down in to specific areas such as attendance and programs.

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.

Goal 1

☐ New ☐ Modified ☒ Unchanged

All students will develop and maintain themselves as self-directed learners who are college and career ready for a successful future.

<u>State and/or Local Priorities Addressed by this goal:</u>

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

<u>Identified Need</u>

75% of students enroll in La Sierra credit deficient due to previous course failures. It is necessary to continue working towards closing the achievement gaps and eliminating barriers that keep students from dropping out of school. Data (see LCAP Goal 3) indicates that students enrolling are more concerned with life barriers and survival over education and their future.

A. Increase course access and equity for students- 16 courses available
B. Increase awareness of college and career programs for students and parents 70%
C. Increase rigor of course work for students as requested from student surveys.
D. Increase courses and college/career pathways and community partnerships 0 certified pathways

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
college enrollment	88%	89%	90%	91%
concurrent enrollment passrate	96%	97%	98%	99%
college placement test -non remedial students	10	11	12	13
CAASPP EAP Test	5%	10%	15%	20%

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☐ All	☐ Students with Disabilities	☐

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

#1 We will add course electives which include staffing, curriculum, career readiness, job readiness, and college readiness and develop/align CTE coursework and pathways. Courses will be partnered through COS and Fresno State University, and Carpenters Union Programs.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	27,000.00	27,000.00	27,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

ACTIONS/SERVICES

2017-18	2018-19	2019-20

Location(s)

| ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

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) |

OR

Location(s)

| ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

Students to be Served

| ☒ All | ☐ Students with Disabilities | ☐ |

Action 2

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

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Source	California Partnership Academies	Source	California Partnership Academies	Source	California Partnership Academies
Amount	5,000.00	Amount	5,000.00	Amount	5,000.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Source	LCFF	Source	LCFF	Source	LCFF
Amount	1,000.00	Amount	1000	Amount	1000
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

☐ New   ☒ Modified   ☐ Unchanged   ☐ New   ☒ Modified   ☐ Unchanged   ☐ New   ☒ Modified   ☐ Unchanged

#2 We will improve ties to business, industry, and community as part of service and college readiness that include presentations, four-year plans, and student portfolios with teacher training.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action   3

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐ [English Learners]   ☐ [Foster Youth]   ☐ [Low Income]

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

#3 We will increase access and awareness to post secondary pathways, increase the number of A-g

courses, and A-g/credit recovery through use of Edgenuity and training for teachers.

BUDGETED EXPENDITURES

2017-18

Amount	4814.87
Source	Lottery
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	4814.87
Source	Lottery
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	4814.87
Source	Lottery
Budget Reference	4000-4999: Books And Supplies

Action 4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

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

OR ☐ Limited to Unduplicated Student Group(s)

Scope of Services

☐ LEA-wide ☐ Schoolwide

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

#4 We will increase access to interactive technology and education to ensure students and teachers will have the skills that allow students to be ready for real world

application/CCSS through the use of Google docs, digital literacy courses/staffing. This includes training in google docs., applications and software for staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference no additional cost	Budget Reference no additional cost	Budget Reference no additional cost

Action 5

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

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

#5 We will ensure classrooms are equipped with current technology including student access to interactive electronics for 21st century learning skills.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$19,210.13	
Source	LCFF	
Budget Reference	4000-4999: Books And Supplies	

Amount	$19,210.13	
Source	LCFF	
Budget Reference	4000-4999: Books And Supplies 0	

Amount	$19,210.13	
Source	LCFF	
Budget Reference	4000-4999: Books And Supplies 0	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2

Improve academic achievement in all core areas including ELD.

State and/or Local Priorities Addressed by this goal:

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

COE   ☐ 9   ☐ 10

LOCAL

Identified Need

75% of students enroll in La Sierra credit deficient due to previous course failures. It is necessary to continue working towards closing the achievement gaps and eliminating barriers that keep students from dropping out of school. Data (see LCAP Goal 3) indicates that students enrolling are more concerned with life barriers and survival over education and their future.

1. students will increase growth on state assessments
2. students will increase growth on local benchmark assessments
3. Instructional Rounds data will show an increase in overall classroom learning 75%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Proficiency State Assessment	20% proficient	25%	30%	35%
Math Proficiency State Assessment	5% proficient	10% proficient	15% proficient	20% proficient

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

100 %
75 %
50 %
25 %
0 %

3rd Grade   4th Grade   5th Grade   6th Grade   7th Grade   8th Grade   11th Grade   All

■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ■ Standard Met: Level 3   ■ Standard Exceeded: Level 4

MATHEMATICS

Achievement Level Distribution

100 %
75 %
50 %
25 %
0 %

3rd Grade   4th Grade   5th Grade   6th Grade   7th Grade   8th Grade   11th Grade   All

■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ■ Standard Met: Level 3   ■ Standard Exceeded: Level 4

77% Standard Not Met

Mathematics Achievement Level Descriptions

Local Writing Assessments	19% Proficient	24% proficient	29% proficient	35% proficient

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

□ All   □ Students with Disabilities   □ [Specific Student Groups]

Location(s)

□ All Schools   □ Specific Schools: □ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   □ Schoolwide   **OR**   □ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   □ Specific Schools: □ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
□ New ☒ Modified ☒ Unchanged	□ New ☒ Modified ☒ Unchanged	□ New ☒ Modified ☒ Unchanged

#1 Use of data systems and SIS to ensure access for data-driven instruction, team analysis, and adjustment of instruction through the use of Pathways, Google, and Staff Training.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $5965.00	Amount 5965.00	Amount 5965.00

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
- ☐ [blank]

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:

Budgeted Expenditures

Source	Budget Reference	Amount	Source	Budget Reference	Source	Amount	Budget Reference	Budget Reference
LCFF	5800: Professional/Consulting Services And Operating Expenditures	46,912.00	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	291,077.00	1000-1999: Certificated Personnel Salaries	
LCFF	5000-5999: Services And Other Operating Expenditures	46,912.00	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	291,077.00	1000-1999: Certificated Personnel Salaries	
LCFF	5000-5999: Services And Other Operating Expenditures	46,912.00	LCFF	1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	291,077.00	1000-1999: Certificated Personnel Salaries	

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☒ Modified ☐ Unchanged

2019-20

☐ New ☒ Modified ☒ Unchanged

#2 Provide comprehensive and ongoing professional development, coaching opportunities, core/intervention curriculum, sub. time, and collaboration time learning content standards and EL instruction in all core areas.

BUDGETED EXPENDITURES

	2017-18	**2018-19**	**2019-20**
Amount	30,000.00	30,000.00	30,000.00
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	3072.00	3072.00	3072.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action   3

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

ACTIONS/SERVICES

| ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

#3 Provide academic prevention, intervention, and remediation courses, staffing beyond the regular school day. This includes curriculum and digital learning.

BUDGETED EXPENDITURES

	2017-18	**2018-19**	**2019-20**
Amount	3,000.00	3,000.00	3,000.00
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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.

Goal 3

☐ New	☐ Modified	☒ Unchanged

La Sierra will continue to maintain a safe school climate that develops students who will demonstrate effective communication, are globally, personally, socially responsible learners that give back to the greater community.

1. 40% of students do not feel physically/emotionally safe
2. 25% of parents and students feel communication can be improved
3. Improve ADA and Truancy Rates
4. Improve suspension and discipline rates
5. Improve dropout/graduation rates

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Data indicates that students that enroll at La Sierra have credits to recover, are faced with life barriers, and do not feel physically and emotionally safe.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Drop out Rate	10.2%	9%	8%	7%
Graduation Rate	85.4%	86%	87%	88%
Truancy Rate	15%	14%	13%	12%
Suspension Rate	26%	25%	24%	23%
Counselor Data	351	350	349	348

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

OR

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 Provide social/emotional prevention, intervention, and remediation above and beyond the regular school day by providing skills in student leadership, team building, community service, clubs, outreach, courses in conflict resolution, problem-solving, peer mediation, health services, community services and counseling services.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

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)]

ACTIONS/SERVICES

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

OR

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

2017-18
☐ New   ☒ Modified   ☐ Unchanged

2018-19
☐ New   ☒ Modified   ☐ Unchanged

2019-20
☐ New   ☒ Modified   ☐ Unchanged

#2 Increase and monitor methods of communications, participation and program awareness for all stakeholders with the utilization of blackboard, remind me, US mail , and parent education meetings.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$9,273.85	9,273.85	9,273.85
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications	5900: Communications	5900: Communications

Action 3

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐

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

☒ All Schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

☐ English Learners   ☐ Foster Youth   ☐ Low Income

OR

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

☐ All Schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

#3 Increase pupil attendances ADA rates, enrollment rates, truancy rates, suspension, and discipline rates through the use of positive recruitment, truant officer, attendance monitor, and pathways. A SART team has been developed for the upcoming school year.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	8,207.00	Amount	8,207.00	Amount	8,207.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Action 4

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

☐ All   ☐ Students with Disabilities   ☐ _____

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

Location(s)   [ ] All Schools   [ ] Specific Schools: [ ] Specific Grade spans:

OR

Students to be Served   [X] English Learners   [X] Foster Youth   [X] Low Income

Scope of Services   [X] LEA-wide   [ ] Schoolwide   **OR**   [ ] Limited to Unduplicated Student Group(s)

Location(s)   [X] All Schools   [ ] Specific Schools: [ ] Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
[ ] New [X] Modified [ ] Unchanged	[ ] New [ ] Modified [X] Unchanged	[ ] New [ ] Modified [X] Unchanged
Maintain basic facilities, staffing, ensure operations include basic facility/safety improvements as addressed by the FIT plan		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	166,461.00	166,461.00	166,461.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$7711.94	7711.94	7711.94
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications	5900: Communications	5900: Communications

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $369,306.00 | Percentage to Increase or Improve Services: 19.80%

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).

86% of students attending La Sierra are low income, EL, or Foster Youth students. The grant funds are principally directed to students to ensure the school continues to provide support to students via intervention/prevention programs for reducing life barriers that will allow students to improve in all areas of the whole child this includes, intervention and prevention for academic learning, college and career readiness, and building life skills for students. We will continue to offer support for parents with regards to education, communication, and social services. According to the data, the services provided continue to be effective support systems for students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source

Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	122,390.00	641,705.37	628,704.79	628,704.79	628,704.79	1,886,114.37
After School Education and Safety (ASES)	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
California Partnership Academies	0.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
LCFF	33,265.00	90,072.92	98,279.92	98,279.92	98,279.92	294,839.76
Lottery	16,125.00	7,887.45	7,886.87	7,886.87	7,886.87	23,660.61
Other	0.00	8,207.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	40,000.00	497,538.00	484,538.00	484,538.00	484,538.00	1,453,614.00
Title I	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	90,000.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	122,390.00	641,705.37	628,704.79	628,704.79	628,704.79	1,886,114.37
1000-1999: Certificated Personnel Salaries	24,000.00	337,989.00	337,989.00	337,989.00	337,989.00	1,013,967.00
4000-4999: Books And Supplies	19,425.00	27,097.58	27,097.00	27,097.00	27,097.00	81,291.00
5000-5999: Services And Other Operating Expenditures	0.00	166,461.00	166,461.00	175,426.00	175,426.00	517,313.00
5800: Professional/Consulting Services And Operating Expenditures	78,965.00	84,965.00	71,965.00	63,000.00	63,000.00	197,965.00
5900: Communications	0.00	16,985.79	16,985.79	16,985.79	16,985.79	50,957.37
7000-7439: Other Outgo	0.00	8,207.00	8,207.00	8,207.00	8,207.00	24,621.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	122,390.00	641,705.37	628,704.79	628,704.79	628,704.79	1,886,114.37
1000-1999: Certificated Personnel Salaries	LCFF	24,000.00	46,912.00	46,912.00	46,912.00	46,912.00	140,736.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	291,077.00	291,077.00	291,077.00	291,077.00	873,231.00
4000-4999: Books And Supplies	LCFF	3,300.00	19,210.13	19,210.13	19,210.13	19,210.13	57,630.39
4000-4999: Books And Supplies	Lottery	16,125.00	7,887.45	7,886.87	7,886.87	7,886.87	23,660.61
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	5,965.00	5,965.00	11,930.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	166,461.00	166,461.00	166,461.00	166,461.00	499,383.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	3,000.00	3,000.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	California Partnership Academies	0.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,965.00	6,965.00	6,965.00	1,000.00	1,000.00	8,965.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	40,000.00	40,000.00	27,000.00	27,000.00	27,000.00	81,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	90,000.00
5900: Communications	LCFF	0.00	16,985.79	16,985.79	16,985.79	16,985.79	50,957.37
7000-7439: Other Outgo	LCFF	0.00	0.00	8,207.00	8,207.00	8,207.00	24,621.00
7000-7439: Other Outgo	Other	0.00	8,207.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	57,025.00	57,025.00	57,025.00	171,075.00
Goal 2	380,026.00	380,026.00	380,026.00	1,140,078.00
Goal 3	191,653.79	191,653.79	191,653.79	574,961.37

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