

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Alpaugh Unified School District		
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2017-20 Plan Summary

THE STORY

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

Alpaugh Unified is a small PK-12 rural school district in southern Tulare County. The entire community is found on the original footprint of Atwell Island and was once located in the center of the Tulare Lake. The district is extremely isolated and has a poverty rate of 100.00% based on the free and reduced lunch counts with a 55% EL population. There are currently 370 students enrolled, including 32 students enrolled in a progressive developmental pre-school/ transitional program that demonstrates effective preparation. The attendance rate is 95.5%, with many students boasting perfect attendance for the year. Last year, there were no expulsions and 99 suspension incidents. There are currently three students identified as foster youth, though the district is vigilant during the enrollment process. This year, 15 students planned to graduate with two students in the cohort planning to graduate in the coming year. Currently, the facilities are in fair condition as determined by the Williams inspection, though the entire school is condemned due to alkali intrusion. After 10 years of petitioning the state for replacement funding, the state finally relented and Phase one and two of new construction is now complete, even though the state grant has insufficient funds to finish the project as designed.

The parent component in the community of Alpaugh is different from typical school districts in that the school is the center of the community and parents are on campus daily. There is high level of presence, and parents feel free to visit and participate. At this point, the SSC has received information regarding the common core and the school is developing plans to educate the parents in this critical area. The LCAP parent meetings also provide the opportunity to discuss common core material in detail, as well as contribute their ideas to the implementation of the Local Control Funding Formula. The district is also working with the pre-school parent population since their students will occupy the school in the future. The Save the Children Program has brought national notoriety to the district as the early education program continues to prepare students for kindergarten. For the second year in a row, the district met the Adequate Yearly Progress for the Title III Program, a huge accomplishment.

The teachers are continually trained in the area of the common core, and teachers are currently working to develop benchmarks. Alpaugh teachers are working to become qualified in all the core areas and teachers have effectively prepared a solid plan for transition. The district teachers have worked together in subject areas across the grade span to better prepare students for eventual graduation. Teachers utilize the Rounds process as a vehicle to assess teaching effectiveness, and this strategy provides a major platform for ongoing systemic improvement. After detailed analysis of the existing data, it was found that students are

particularly struggling in the areas of reading/comprehension, this is a powerful indicator of student success. Therefore, all plans including the WASC, Single School Site Plan, Con App, LCAP, and other regulatory documents all have the element of reading/comprehension at the core to our strategy for ongoing growth while focusing on career pathways and A-G requirements.

LCAP HIGHLIGHTS

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

This year's LCAP highlights include:

1. The district displayed improvement on the ELA portion of the standards test.
2. There is continuing improvement as evidenced by Title III.
3. The pre-school continues to improve kindergarten readiness.
4. There is an improvement in technology access as evidenced by a 1:1 ratio.
5. There were additional classes offered in A-G offerings.
6. Career pathway classes were established for the first time.
7. The Avid Program continues to develop, and is preparing students for their post-secondary success.

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

Their improvement in English Language Arts is a direct reflection of improved preparation during the early childhood education stages. The results are a consistent reduction in the numbers of EL students as they become redesignated at an earlier age. This is also supported by the fact that the district scored over a three in the last ELA state test, which is quite an accomplishment. The district will continue the current progress by continuing to expand on the existing goals, and to continue all efforts to lower the EL participation rate, continue the strong ELA progress through the ongoing use of programs and staffing, and continue to focus on intervention at the earliest age possible.

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

Mathematics continues to be an area of difficulty for the students. The district is offering ongoing training to staff that stresses the area of mathematics. This will include specific training with outside coaching from the local county office. Due to a reduction in funding, the district cut the learning coach position in order to balance the district and the LCAP budget.

The district will closely monitor the suspension rate for accuracy and correct reporting that matches the state information system. Currently the dashboard has identified this reporting area as "Red." The district has implemented the program "Capturing Kids Hearts" which will

assist all adults in better developing meaningful relationships with our students. Fewer actions leading to suspension is our goal and an expected outcome of this school-wide activity. The state currently relies on unreliable information and we wish to help them with that.

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?

There were no significant performance gaps.

PERFORMANCE GAPS

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.

The district will continue to stress earlier access to the community so that students are better prepared to enter school well-prepared and ready. This will include exposing students to other career options including college or university, trade schools, military, and a wide range of other career possibilities. The district purchased a program permitting students to take an inventory of their skills and interests that will help determine their area of strength. There is also a need to continue exposing students to the English language at the earliest point possible. This is accomplished through the implementation of an efficient Early Childhood Education program. The District will also work diligently on the development of math skills in every grade.

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

\$4,420,286

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

\$883,540

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.

The district will continue to support the students by providing ongoing access to technology, healthy comestibles, a clean and healthy sports program, secure transportation, a strong administration, and a viable and fully functional classified instructional staff and maintenance department.

\$3,813,960

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.

<h2 style="margin: 0;">Goal 1</h2>	<p>Increase student achievement of all students and sub-groups.</p>
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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. 68% of participating students will enter Kindergarten prepared as indicated by the DRDP.
2. EL students, foster care students, and high SES students will make positive progress on state assessments- This year will be the baseline year for the (CAASP) California Assessment of Student Performance and Progress
3. All students will make 5% progress on state assessments
4. Attendance Rate will increase by a minimum of .05%, thus maintaining a middle school dropout rate of 0 and a high school dropout rate of less than one, while the expulsion rate will remain at 0%.
5. 21 out of 348 students are chronically absent, for a total of .048%. This number will be reduced to .04%.
6. Suspension rate is currently at .095% and will be reduced to .090%.
7. Parents training will be provided by the district to enhance involvement, and to teach a minimum of 15 parents the value of education including parents of unduplicated and special needs pupils.
8. Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds.
9. Increase reclassification rate by 2%

ACTUAL

1. There was an overall improvement in student skills as indicated in the DRDP, particularly in the area of English Language Development (85%).
2. 96% of the student body is SES. Ergo, most the general test applies evenly.
3. This was achieved as evidenced in the state testing results. The students scored 3 over 3 in English Language and met their Title III goals.
4. Alpaugh continues to enjoy a high attendance rate at 94.7%. There was one expulsion. There were no drop outs in the attending junior high. There was one student who dropped once he reached the age of free choice.
5. 14 out of 336 students were chronically absent for a.041 %.
6. The current suspension rate is .15, using the more accurate district data instead of flawed state data.
7. This was partially met through the COS program.
8. Teachers continued to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds

<p>10. A minimum of 75% of English Learners will make one year's progress as measured by the CELDT testing.</p> <p>11. 100% of students will have Board adopted standards aligned materials.</p>	<p>9. Reclassification Rate was 9%</p> <p>10. 75% of ELL students made one year's progress as measured by CELDT testing.</p> <p>11. 100% of students had Board adopted standards aligned materials as indicated by the Williams report.</p>
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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	<p>PLANNED</p> <p>District will augment the pre-school development by providing a FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.</p>	<p>ACTUAL</p> <p>This occurred for each, and the teacher was once again provided. (11000)</p>
	<p>BUDGETED</p> <p>\$78,139,00 – LCFF S/C for Certificated TK Teacher</p>	<p>ESTIMATED ACTUAL</p> <p>\$78,139.00</p>
Expenditures		

Action **2**

Actions/Services	<p>PLANNED</p> <p>To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation</p>	<p>ACTUAL</p> <p>These programs were purchased and implemented during the regular program as well as after school. (58000)</p>
	<p>BUDGETED</p> <p>\$15,000 – LCFF S/C for Certificated Teachers, Instructional Materials</p>	<p>ESTIMATED ACTUAL</p> <p>Greenfield-Lexia \$8,700.00 Accelerated Reader-\$4,863</p>
Expenditures		

Action **3**

Actions/Services

PLANNED
 The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.

ACTUAL
Instructional Paraprofessionals were in place to provide specialized assistance to all students as indicated in (21000). Certificated staff worked after school to tutor students in need as indicated in (11000).

Expenditures

BUDGETED
 \$60,000 - LCFF S/C for Classified Instructional Staff
 \$57,000 – LCFF S/C for Certificated Staff

ESTIMATED ACTUAL
35,000.00

Action **4**

Actions/Services

PLANNED
 The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.

 These classes will focus on improved student performance as measured by Lexia.

 Credit recovery will be offered at the high school level.

ACTUAL
Summer is scheduled to be held again in June of 2017. It will be reduced in size due to budget reductions. (11000)

Expenditures

BUDGETED
 \$35,000 – LCFF S/C for Certificated Teachers

ESTIMATED ACTUAL
15,000.00

Action **5**

Actions/Services

PLANNED
 The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.

ACTUAL
This activity was implemented and was very successful as indicated in the reduced truancy rates. (58000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5,000 – LCFF S/C for Consultant Services	3,500

Action **6**

Actions/Services	PLANNED	ACTUAL
	The district will provide Parent training classes provided by College of the Sequoias Consortium to improve parenting skills to at least 15 parents.	This was implemented with 10 parents taking English classes during the year.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$0 – LCFF S/C for Certificated Staff	\$0

Action **7**

Actions/Services	PLANNED	ACTUAL
	Provide at-risk students with additional support retention, promotion, and eventual graduation. Many students did not pass critical core classes, and this intervention provides an efficient means to make up the missing work.	This program was implemented, and students were attended the credit recovery program. (11000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$50,000 – LCFF S/C for Certificated Staff	50,000.00

	141,063 total estimated actual expenses for Goal 1.
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Goal 1

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.

The overall implementation was positive, and the district was able to have a program in place for each of the stated goals. Expenditures varied and the plan was revised to better meet the needs of the students. All services provided are verified through SACS expenditures and student progress on the standardized testing.

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

The students of Alpaugh demonstrated ongoing improvement in the area of language acquisition as indicated by the Title III report. There was also a dramatic improvement in the ELA scores as reflected on the standardized test where the district scored a solid 3 over 3. The EL participation rate has continued to drop and is now at 55%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The parent training was not funded due to the college providing training through the adult education program. The funding from this line was reassigned to support the career pathway and A-G implementation. We continue to look for ways to involve our parents in formal and informal training, their work schedules and family demands do not allow many families to participate. We tried a different approach this year. The results in attendance was not significant.

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 goals were not modified in any way; however, funding was adjusted to better address the needs of the students. There was an addition of parent training classes as supported by the College of the Sequoias. The first ever district website was launched as well and continues to expand as more information is added.

Goal 2

Every student will have access to 21st Century Technology and skills

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. Increase bandwidth to 100MBPS
2. Increase the ratio of computers 1:3 per student
3. 100% of instructional staff will receive introductory level training in technology

ACTUAL

1. This was accomplished.
2. The ratio is now 1;1.
3. 100% of staff members received training from TCOE on computer operations and services from the county.

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

The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promotes professional development aimed at promoting student progress.

Google Drive Training
Eclipse Training
Unit Planning
Technology Training/acquisition

ACTUAL

Training was provided for teachers, especially in the area of mathematics utilizing the CPM training consultant. There was also significant training provided for ELA training as well. (56000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5000 – LCFF S/C for Consultant Services \$5000 – LCFF S/C for Instructional materials	5,000.00 5,000.00

Action **2**

Actions/Services	PLANNED	ACTUAL
	The district will continue to add infrastructure to support the 100 mbps system. This will include switches, access points, routers, and other equipment and relevant services.	Both the high school and the elementary school moved in to new facilities this year, that required new and modern switches, routers, hubs, and all the other equipment needed to operate a modern system. This also included the cost of the internet access. This includes the internet access cost amounts (56000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$40,000 – LCFF S/C for Operating Expenditure	40,000.00

Action **3**

Actions/Services	PLANNED	ACTUAL
	Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.	The district is now operating at a 1:1 ratio, every student has their own chrome book along with additional switches and routers to handle the number of students operating at the same time. (43000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$10,971 – LCFF S/C to acquire additional classroom infrastructure \$42,000 – LCFF S/C for additional student infrastructure	10,971.00 42,000.00

Goal 2

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.

The implementation of the technological aspects of Goal 2 were met completely. New infrastructure was purchased as indicated in SACS. The district has 100 mbps in place and will move to one gbps. There is also a complete one to one ratio for chrome books as evidenced in district inventory.

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

This was a very successful implementation as indicated by the placement of the computers, and by the speed and efficiency that service is being delivered to the students and staff, and the goal of 1:1 computer to student ratio was met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted amounts came in as planned.

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.

No adjustments were made to this goal, and all students have a computer assigned to them for use.

Goal 3

Every student will graduate with a broad course of common core study thus preparing them for college and career.

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. 100% of sixth, seventh, eighth and ninth, and 10th graders will participate in the Avid program.
2. The library will increase its operating schedule by 2 hours daily.
3. The district will increase the non-fiction collection by 9%.
4. Credit recovery classes will serve students at least 10 students daily in regularly scheduled classes and afterschool classes.
5. Science and Stem material will be purchased and disbursed as indicated by invoices and inventory.
6. Learning directors/counselors will be hired over the summer to assist teachers with a 40% implementation rate the first year, including mapping, unit development, and google drive proficiency.
7. A counselor will be hired for additional time throughout the school year. (baseline year)
8. 10 high school students will participate in a pilot high school music program.
9. The district will expand the high school courses to include a career pathway component with some support from LCAP.
10. The CSU/UC attendance rate will increase from 27% to 36%.
11. Maintain a 93% graduation rate.
12. A baseline will be established for Early Assessment Program (EAP) participation rate in 2016-2017.

ACTUAL

1. There is full implementation in 9th and 10th grade, with foundation avid provided in 6, 7 and 8th grades.
2. The library did not open for an additional two hours.
3. Non-fiction books were added to the new library collection.
4. Credit recovery classes functioned as planned and provided students with the option to recover lost classes and in some cases graduate.
5. Science materials were purchased and the elementary students participated in the county science competition.
6. Learning directors were hired to assist with technology implementation.
7. The high school principal served as a part-time counselor.
8. 20 high school students are enrolled in the music program, with additional instruments acquired for take home practice.
9. There are now four career pathway courses built in to the high school elective program.
10. There is no information regarding college attendance rates at this time.
11. The graduation rate is not tracked effectively due to the statistically small sample size of each graduating class. However, the graduation rate for this reporting period was 89.3 %, 17 students graduated while 2 did not.
12. 100% of eligible students participated, scoring a 9% in Math and 41% in English

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**

<p>Actions/Services</p>	<p>PLANNED The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.</p> <p>The district will continue to expand the AP and A-G classes through the development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.</p> <p>The district will provide additional services from a psychologist through the Tulare County Office of Education.</p>	<p>ACTUAL The district expanded the AVID courses to include middle school foundational skills. There is also plans to move the program in to the 11th grade next year. (56000)</p> <p>Two additional approved AP classes were added to the course work this year to enhance rigor in college preparation. (56000)</p> <p>The district did manage to acquire an additional half day of services from the county office for psych services without additional cost.</p>
<p>Expenditures</p>	<p>BUDGETED \$40,000 – LCFF S/C for Instructional Materials and Supplies \$10,000 – LCFF S/C for Avid Leadership \$85,000 – LCFF S/C for Certificated Staff \$5,000 – LCFF S/C for AP/Career Tech</p>	<p>ESTIMATED ACTUAL 40,000.00</p> <p>10,000.00</p> <p>85,000.00</p> <p>5,000.00</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.</p> <p>High School class novels to enhance student learning.</p> <p>Establish a guitar and music appreciation class to enhance college and career preparation.</p>	<p>ACTUAL With the assistance of the county office librarian, the district purchased additional books and added to the classrooms sets needed to support the standards. This included the hiring of a library tech. (43000)</p> <p>High school classics were also purchased to enhance access to quality novels. (43000)</p> <p>The guitar class was added to the electives and now has eleven students enrolled. The music appreciation class has 13 students enrolled. (43000)</p>
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$10,000 – LCFF S/C for Books and Supplies	\$7,000.00
	\$55,000 – LCFF S/C for Classified Staff	\$55,000.00
	\$5,000 – LCFF S/C for High School Classroom novels	\$5,000.00
	\$5,575 – LCFF S/C for Guitar class equipment	\$5,575.00
\$30,000 – LCFF S/C for Certificated Staff	\$30,000.00	

Action **3**

Actions/Services	PLANNED	ACTUAL
	The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.	Two periods of credit recovery are offered by the district, including an afterschool class for students to recover failed classes, and to take additional classes. (11000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$50,000 – LCFF S/C for Certificated Teacher Salary	\$50,000.00 spent on teacher salary.

Action **4**

Actions/Services	PLANNED	ACTUAL
	The district will invest in more hands-on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area. This funding will be used to fund stem, and elective activities.	Students were engaged in more science activities and attended the science competition. Material was also purchased for the sciences classes at the elementary, including STEM and other science materials. (43000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$10,000 – LCFF S/C for Instructional Materials and Supplies	5,000.00

Action

5

Actions/Services

PLANNED

The district will invest in a learning coach/counselor to design and develop a course of study that will assist students in the attainment of 21st century skills.

ACTUAL

The district did not invest in a learning coach, which would have assisted in the implementation of the district ELA and math program. Budget considerations prevented us from hiring, we have instead contracted with the County office to support these efforts through their curriculum instructional consultants. (13000)

Expenditures

BUDGETED

\$105,000 – LCFF S/C for Other Certificated Salaries

ESTIMATED ACTUAL

\$20,000.00

Goal 3

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.

The AVID program was expanded into the lower grades this year, and students in seventh and eighth grade received instruction in basic AVID skills. The entire high school was sent to AVID training this year and the staff has embraced the program. Students have improved their ELA scores as evidenced on state testing and there is ongoing improvement in the Title III performance as well.

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

The programs were effective and aligned with the goals of the district as evidenced by the school site plans, WASC, and the LCAP. There is a tremendous synchronicity between the different plans, and the schools are making tremendous headway due to common objectives across the board.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district made adjustments to the LCAP during the December revise. Therefore, the cost projections are very close to the actuals.

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 high school is scheduled to lose their funding Necessary Small High School funding next year, which means that the district is looking at severe cuts district-wide. One of the cuts will in the Learning Coach position, this will be eliminated for next year.

Goal 4

Increase instructional staff retention and quality to ensure access to a complete education.

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. Alpaugh Unified will reduce the attrition rate to 40% in the 2016-2017 school year.
2. All probationary teachers will receive some financial support to help them pass the requisite classes leading to a clear credential.
3. All teachers will have access to extension training to increase their skills and increase their units.
4. School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT.

ACTUAL

1. This is in effect now. By offering incentives, an improved work environment, and additional training, only three teachers or 13.6% of teachers are leaving.
2. Teachers were provided access to training provided by Tulare County, and were able to secure funds of test preparation as indicated in SACS.
3. Teachers liberally accessed outside training to further enhance their individual skills as indicated in SACS.
4. The school received an exemplary rating in the FIT this year.

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

The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promote professional development aimed at promoting student progress.

ACTUAL

The district supported teachers in their pursuit of teaching credentials and help them with their test prep and other program costs. Teachers were also provided liberal access to training designed to hone their craft and improve teacher production. (56000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$7,500 – LCFF S/C for Travel and Conference \$7,500 – LCFF S/C for Professional Consulting Services	7,500.00 7,500.00

Action **2**

Actions/Services	PLANNED	ACTUAL
	The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction.	The district supported teachers in their pursuit of teaching credentials and help them with their test prep and other program costs. Teachers were also provided liberal access to training designed to hone their craft and improve teacher production. (56000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$7,500 – LCFF S/C for Certificated Teaching Salaries \$7,500 – LCFF S/C for Travel and Conference Services	\$7,500.00 \$7,500.00

Action **3**

Actions/Services	PLANNED	ACTUAL
	The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.	The district moved in to new facilities this year. However, one class still occupies a room in the old school. This money was spent keeping that room in good condition for instruction. (58000)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$3,585 – LCFF S/C for Materials and Supplies	\$3,585.00

Goal 4

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.

The staff had access to an abundance of training this year. The high school had full participation in AVID training, and the elementary attended an elementary conference during the summer. Intern teachers took advantage of the funding provided to help them with their test prep and impact courses. Veterans were able to attend Tulare County training to further their skills.

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

The goals were not met. There was not a coherent plan in place or considerable thought given in how to develop a staff development map to address a myriad of instructional issues and less than satisfactory testing results in the core areas as being addressed by state standards. The planning has begun and the instructional support has been identified for the current year with Tulare County Consultants.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not enough money budgeted in this area, and additional charges were paid out of the general fund.

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.

No changes needed at this time. The goals were met in this area.

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?

Alpaugh Unified School District held meetings with all stakeholders to share data and progress and to determine the needs of our students. Staff was updated regarding the progress of goals. Parents were also updated during School Site Council meetings.

1. Pre-school Parents attended a meeting to review the LCAP, and to solicit additional information. (May 13, 2017)
2. The District met with the School Site Council to review the LCAP, and to solicit additional information for modifications. In a small district, the EL PAC is governed by the same committee. (May 2017)
3. The District held a student focus group on April 19, 2017 to solicit input on the current direction.
4. The District met with the classified staff and bargaining unit to review the LCAP and to solicit information regarding the LCAP. (May 31, 2017)
5. The Board of Trustees received ongoing information, and was provided multiple opportunities for input. (June 8, 2017) (June 22, 2017)
6. The administration solicited information from parents via on-line survey. (April 26, 2017)
7. Teaching staff input was solicited via survey starting on May 9, 2017.

The District shared information with stakeholders throughout the year as noted above in open session. In addition, the LCAP was reviewed and progress was shared with Board members on May 8, 2017. Data and progress was shared with all stakeholders throughout the year. Goals were adjusted to meet student needs.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. The stakeholders are most interested in continuing the current technological progress by purchasing more student computers and increasing classroom infrastructure.
2. The staff and parents would like to increase the influence of AVID and college readiness.
3. Continue supporting the library through staffing and the addition of more books.
4. The parents and staff are interested in the formation of a music program.
5. There is a considerable interest in promoting teacher improvement through training and professional development.
6. Expand college study trips for high school to encourage students to attend.
7. Expand college prep classes and A-G classes for improved academic performance.
8. Establish pathways classes that promote career opportunities.
9. Purchase additional novels for the high school.
10. An additional focus on math was indicated by teachers and test scores.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Increase student achievement of all students and sub-groups.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Alpaugh Unified School District is a district of high poverty with an unduplicated population of 94.56%. Students need the requisite skills to prepare for a successful post-secondary transition. Students in Alpaugh have struggled with English Language Arts as demonstrated on state testing. 12.2% of students were at grade level in reading as measured by the STAR reading test. The current attendance is 94.5% and we realize there is a need for improvement. Parents need additional training to support student learning. English Learners, Foster care students, and high SES students need additional support to facilitate learning. Parents identified maintaining a progressive pre-school as a top ongoing priority. High school dropout rate is .066% and the middle school rate is 0%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (2017)	2017-18	2018-19	2019-20
Students will enter Kindergarten prepared as indicated by the DRDP	52%	68% of participating students	70% of participating students	72% of participating students

Positive progress on state assessments for the California Assessment of Student Performance and Progress (CAASPP)	24% of students had scaled scores meeting or exceeding standards in ELA during the 2016 testing period	60% of students will have scaled scores meeting or exceeding standards in ELA	63% of students will have scaled scores meeting or exceeding standards in ELA	66% of students will have scaled scores meeting or exceeding standards in ELA
Attendance Rate	94.7%	Increase by a minimum of .02%	Increase by .02%	Increase by .02%
Middle School Dropout	0	Maintain 0%	Maintain 0%	Maintain 0%
High School Dropout	No data is related in state reports due to small school volatility. However, one student did drop out this year.	N/A	N/A	N/A
Chronic Absenteeism	14 out of 336 students were chronically absent for a .041 average.	Rate will be reduced to .04%.	Rate will be maintained at .04%.	Rate will be maintained at .04%.
Suspension Rate	.095%	.090%.	.85%	.80%
Expulsion Rate	.0027	Return to 0%	Maintain at 0%	Maintain at 0%
Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds	All teachers	All Teachers	All Teachers	All Teachers
Reclassification Rate	13 students reclassified in 2016-2017	Increase by 2%	Increase by 2%	Increase by 2%
One year's progress for English Learners as measured by the CELDT	65%	A minimum of 60% of English Learners	A minimum of 58% English Learners	A minimum of 56% English Learners

<p>Board adopted standards aligned materials.</p>	<p>100% of students have materials</p>	<p>100% of students will have materials.</p>	<p>100% of students will have materials.</p>	<p>100% of students will have materials.</p>
<p>The district will provide Parent training classes to improve parenting skill, and to improve the current district parent information system by installing an improved website.</p>	<p>“Establish baseline to track number of parents, including parents of special needs students, for parenting classes.”</p>			

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: TK

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> unchanged
District will augment the pre-school development by providing a 100% FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	\$96,000	96,000	96,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Certificated TK Teacher (11000)	Certificated TK Teacher (11000)	Certificated TK Teacher (11000)

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,500 \$7,500	Amount	\$7,500 \$7,500	Amount	\$7,500 \$7,500
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Certificated Teachers (11000) Instructional Materials (43000)	Budget Reference	Certificated Teachers Instructional Materials	Budget Reference	Certificated Teachers Instructional Materials

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$57,000 b. \$60,000	Amount a. \$57,000 b. \$60,000	Amount a. \$57,000 b. \$60,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference a. Certificated Staff b. Classified Instructional Staff	Budget Reference a. Certificated Staff b. Classified Instructional Staff	Budget Reference a. Certificated Staff b. Classified Instructional Staff

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking through the use of summer classes.

These classes will focus on improved student performance as measured by Lexia.

Credit recovery will be offered at the high school level.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$35,000
Source	LCFF S/C

2018-19

Amount	\$35,000
Source	LCFF S/C

2019-20

Amount	\$35,000
Source	LCFF S/C

Budget
Reference

Certificated Teachers

Budget
Reference

Certificated Teachers

Budget
Reference

Certificated Teachers

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Consultant Services

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Consultant Services

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Consultant Services

Action **6**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide Parent training classes to improve parenting skill, and to improve the current district parent information system by installing an improved website.	The website will be created in 2017/18 and maintained in future years.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount 11,492 10,000</p> <p>Source LCFF/SC</p> <p>Budget Reference Website Services (Contracted Service) Parent Training (Travel & Conference)</p>	<p>Amount No cost to district</p> <p>Source LCFF/SC</p> <p>Budget Reference N/A</p>	<p>Amount No cost to district</p> <p>Source LCFF/SC</p> <p>Budget Reference N/A</p>

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Provide at-risk students with additional support retention, promotion, and eventual graduation utilizing online programs and afterschool programs as well as continuation access.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Certificated Staff	Budget Reference	Certificated Staff	Budget Reference	Certificated Staff

Year 1 total Budget: 339,492

New Modified Unchanged

Goal 2

Every student will have access to 21st Century Technology and skills

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

The district continually seeks avenues that enhance student access to the curriculum through technology and at the same time provide a modern infrastructure for staff and students to utilize. Maintaining an operation inventory of chrome books is critical, and supporting the staff with modern devices is critical as well. The district is committed to ongoing and non-stagnant progress in the technology arena.

Students lack access to 21st century technology.

Currently the ratio of computers to students is 1:1

The district Teachers lack skills needed to prepare 21st century learners. Only 10-15% of teachers are adequately prepared.

The infrastructure has improved to 100 mbps and requires on going improvement to work at full capacity.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Bandwidth and maintenance of system	100 mbps.	Increase to 1 gbps	Maintain	Maintain
Ratio of computers per student	1:1	Maintain to 1:1	Maintain	Maintain
Introductory level training in technology	Basic level	100% of instructional staff	Train to the next level	Train to the next level

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promotes professional development aimed at promoting student progress.

Google Drive Training; Eclipse Training; Unit Planning; Technology Training/acquisition, Mathematics training

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

a. \$5,000
b. \$25,000

Amount

a. \$5,000
b. \$25,000

Amount

a. \$5,000
b. \$25,000

Source

LCFF S/C

Source

LCFF S/C

Source

LCFF S/C

Budget Reference

- a. Consultant Services
- b. Instructional Materials

Budget Reference

- a. Consultant Services
- b. Instructional Materials

Budget Reference

- a. Consultant Services
- b. Instructional Materials

Action 2

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

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will continue to add infrastructure to support the 100 mbps system or increase to 1 gbps access. This will include switches, access points, routers, other equipment, technician costs, and relevant services.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$75,000

Amount \$75,000

Amount \$75,000

Source LCFF S/C

Source LCFF S/C

Source LCFF S/C

Budget Reference

Operating Expenditure

Budget Reference

Operating Expenditure

Budget Reference

Operating Expenditure

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

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

Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount **\$52,971**

Amount **\$52,971**

Amount **\$52,971**

Source LCFF S/C

Source LCFF S/C

Source LCFF S/C

Budget
Reference

Non-capitalized Equipment

Budget
Reference

Non-capitalized
Equipment

Budget
Reference

Non-capitalized Equipment

Year 1 total Budget: 157,971

New

Modified

Unchanged

Goal 3

Every student will graduate with a broad course of common core study thus preparing them for college and career.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

All students deserve an opportunity to have access to the core despite high poverty, EL status, and other mitigating factors. This goal will enhance student opportunity by providing additional services such as Avid, credit recovery classes, music, and other supportive services that increase college and career readiness while learning in diversified learning environments. This will improve school dropout rates and create areas of interest that encourage student growth and graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Avid program	9 th and 10 th Ninth Grade Only, with organization in 8 th grade	Future expansion to be determined.	Future expansion to be determined	Future expansion to be determined
Library Schedule	7 hours a day	Maintain 7 hours per day	Maintain 7 hours per day	Maintain 7 hours per day
Library content	The district will purchase 250 non-fiction books.	The district will increase the non-fiction collection by 5%.	The district will increase the non-fiction collection by 5%.	The district will increase the non-fiction collection by 5%.
Credit recovery classes in regularly scheduled and afterschool classes	10 students daily	Will serve at least 10 students daily	Will serve at least 10 students daily	Will serve at least 10 students daily
Science and Stem, and math material to support the HGSS	All students will receive Science and STEM instruction based on state standards and approved text adoptions. 5% growth across all grade levels. (CAASPP)	Replace material consumed by the science and math programs. 5% annual growth (CAASPP)	Replace material consumed by the science and math programs. 5% annual growth (CAASPP)	Replace material consumed by the science and math programs. 5% annual growth. (CAASPP)

High school music program.	10 students participating in the program.	13 high school students will participate	15 high school students will participate	15 high school students will participate
Include a career pathway component with some support from LCAP.	High School Schedule will reflect this expansion, which is currently at 6 classes.	High School Schedule will reflect this expansion	High School Schedule will reflect this expansion	High School Schedule will reflect this expansion
The CSU/UC attendance rate	47% are attending CSU as evidenced by Pell Grants	Will maintain this rate	Will maintain this rate	Will maintain this rate
Graduation rate	No valid statistical data available due to small sample size.	Maintain	Maintain	Maintain
Early Assessment Program (EAP) participation rate.	100%	100%	100%	100%
EAP met standard or exceeded standard rate	Math: 9% English:41%	20% 50%	23% 53%	27% 55%
Number of students eligible to take an AP exam and score a three or higher	Establish baseline			
Safety and school connectedness through surveys	Baseline: Healthy Kids Survey will be administered next year.			
Provide 1:1 assistance for special needs students to increase academic performance.	Establish baseline.			

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.</p> <p>The district will continue to expand the AP and A-G classes through the rigorous development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.</p> <p>The district will provide additional services from a psychologist through the Tulare County Office of Education.</p>		

BUDGETED EXPENDITURES

2017-18

Amount

- a. \$40,000
- b. \$10,000
- c. \$114,502

Source

LCFF S/C

Budget Reference

- a. Instruction Materials & Supplies
- b. Avid Leadership Training (5200)
- c. Certificated Staff

2018-19

Amount

- a. \$40,000
- b. \$10,000
- c. \$114,502

Source

LCFF S/C

Budget Reference

- a. Instruction Materials & Supplies
- b. Avid Leadership Training (5200)
- c. Certificated Staff

2019-20

Amount

- a. \$40,000
- b. \$10,000
- c. \$114,502

Source

LCFF S/C

Budget Reference

- a. Instruction Materials & Supplies
- b. Avid Leadership Training (5200)
- c. Certificated Staff

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.

High School class novels to enhance student learning.

Establish a guitar music class to enhance college and career preparation

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	a. \$20,575 b. \$40,000 c. \$30,000	Amount	a. \$20,575 b. \$45,000 c. \$30,000	Amount	a. \$20,575 b. \$45,000 c. \$30,000
---------------	---	---------------	---	---------------	---

Source

LCFF S/C

Budget
Reference

- a. Books & Supplies
- b. Classified Staff
- c. Certificated Staff

Source

LCFF S/C

Budget
Reference

- a. Books & Supplies
- b. Classified Staff
- c. Certificated Staff

Source

LCFF S/C

Budget
Reference

- a. Books & Supplies
- b. Classified Staff
- c. Certificated Staff

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$48,000
Source	LCFF S/C
Budget Reference	Certificated Teacher Salary

2018-19

Amount	\$48,000
Source	LCFF S/C
Budget Reference	Certificated Teacher Salary

2019-20

Amount	\$48,000
Source	LCFF S/C
Budget Reference	Certificated Teacher Salary

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will invest in more hands-on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area, including STEM.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000
Source	LCFF S/C
Budget Reference	Instructional Materials & Supplies

Amount	\$10,000
Source	LCFF S/C
Budget Reference	Instructional Materials & Supplies

Amount	\$10,000
Source	LCFF S/C
Budget Reference	Instructional Materials & Supplies

Total budget for year 1: 328,077

New Modified Unchanged

Goal 4

Increase instructional staff retention and quality to ensure access to a complete education.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Parent stakeholders insisted that teachers who stay in Alpaugh provide a better education and that a priority should be to reduce the 50% attrition rate endured by the district in the 2015-2016. Stakeholders indicated that instructional staff needs to have incentives and additional unit earning training to keep them interested in the job. Staff and administration are very interested in building shared leadership capacity with the certificated staff with the hope of developing greater capacity within the system and thus increase retention.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attrition Rate	18% Teacher Turnover	Reduce to 14%	Reduce to 14%	Reduce to 14%
Teachers will have access to extension training to increase their skills and increase their units.	100% will participate in approved activities for professional growth.	100% will participate in approved activities for professional growth	100% will participate in approved activities for professional growth	100% will participate in approved activities for professional growth
School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT	Exemplary rating	Exemplary rating	Exemplary rating	Exemplary rating
Teachers will have the opportunity to develop shared leadership skills through accomplishing specific district and site goals.	8 positions in shared leadership positions.	100%	100%	100%
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review	Of 22 teachers, 2 were not fully credentialed in 16/17. The balance was fully credentialed and appropriately assigned	100% fully credentialed and appropriately assigned.	100% Fully credentialed and appropriately assigned	100% Fully credentialed and appropriately assigned

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promote professional development aimed at promoting student progress.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	a. \$7,500 b. \$7,500	Amount	a. \$7,500 b. \$7,500	Amount	a. \$7,500 b. \$7,500
Source	a-b. LCFF S/C	Source	a-b. LCFF S/C	Source	a-b. LCFF S/C
Budget Reference	a. Travel & Conference b. Consulting Services	Budget Reference	a. Travel & Conference b. Consulting Services	Budget Reference	a. Travel & Conference b. Consulting Services

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction, and the development of Leadership Capacity Building, through the provision of shared school leadership; cultivation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$30,000 b. \$10,000	Amount a. \$30,000 b. \$10,000	Amount a. \$30,000 b. \$10,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference a. Certificated Teaching Salaries b. Travel & Conference Services	Budget Reference a. Certificated Salaries b. Travel & Conference	Budget Reference a. Certificated Teaching Salaries b. Travel & Conference Services

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,000	Amount	\$3,585	Amount	\$3,585
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Operating Expenses	Budget Reference	Operating Expenses	Budget Reference	Operating Expenses

Total Budget for Year 1: 58,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$883,540

Percentage to Increase or Improve Services:

30.34%

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](#)).

Alpaugh Unified is facing a stable number in terms of enrollment, and attendance is holding. 96% of the student population is classified as low income, and the number of students used in the supplemental calculations increased by 2%. Therefore, the plan includes additional services that were not included in the original 2016-2017 plan. There is a huge interest on the part of the stakeholders to provide academic services to increase access to common core based instruction and to increase the parent involvement aspects as well. Though the majority of services provided in the previous year continue unimpeded, stakeholders made adjustments that will serve to promote student success. Since 96% of Alpaugh students qualify, it makes the delivery of services rather simple to justify. Alpaugh Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes. Additional services enhanced or added due to the MPP include:

1. The district will purchase another 180 chrome books for a 1:1 ratio.
2. The district will continue to expand the AVID program to the High School.
3. The district will invest in more hands-on materials for the sciences district wide.
4. The district will create incentives to encourage teacher retention.
5. The district will emphasize the increased training for teachers.
6. The district will build shared leadership capacity
7. The district will emphasize music through a guitar class and a music appreciation class.
8. The district will implement a career pathway approach to enhance student interest.
9. The district will provide additional training and resources in math.
10. The district will continue to offer a supplementary "Newcomers class" for students identified as level one English Learners.
11. The district will offer ongoing after school tutorial for students utilizing programs such as Lexia and ALEKS.

Alpaugh Unified has a high percentage of supplemental and concentration grant money based on high poverty, high ELL counts, and foster student counts with a percentage of 94.56%. The district is mindful of the requirements for each school and funding is principally directed towards unduplicated students through the distribution of funding based on the appropriate need. Therefore, one group might take advantage of the AVID program, while another age group focuses on skill building through the Lexia Program. The principal justification for expending these funds is to provide additional supplemental experience for students that promote the acquisition of language skills, with the ultimate goal of preparing each student for a successful post-secondary career. In a high ELL district, this can only be accomplished by reinforcing basic skills that focus on fluency and critical thinking, both of which support the common core completely.

Due to the fact, the district is nearly at 94.56% of unduplicated pupil percentage, the district is justified in offering access to all students on a district wide basis, based on cost efficiency and ease of delivery.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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