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.

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2017-20 Plan Summary

THE STORY

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

Tulare County Office of Education (TCOE) Court and Community Schools serve at-risk youth. There are two court schools and four community schools. The daily student enrollment average for the six sites is 195. The Youth Facility and Juvenile Detention Facility Court schools serve incarcerated youth ranging in ages 12-18. The community schools serve students ranging in grades 7th – 12th. Students attending community schools are either expelled from their local school or referred by probation. There is a high transiency population throughout the programs. The supplement and concentration grant expenditures are identified in the budget by an object number and component code 25 (i.e. 4400-25). There are 43 different districts that serve the approximately 102,703 public school students in Tulare County. The unduplicated student count is roughly 80,207. Thirty thousand English Learners attend one of the 27 high schools or 20 middle schools.

LCAP HIGHLIGHTS

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

Goal #1 All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments.

Expected AMO: #1.) 62% of students' reading scores and 47% of students' math scores will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. # 2.) 30% of English Learners will gain one level of growth in one year on the English Language assessment.

Goal #2 All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

Expected AMO: #1.) Parent/guardian participation in school activities will increase by 5% from the previous year. #2.) Student attendance rate will increase by 5% from the previous year. #3.) Credit accrual to meet graduation requirements will increase from 5% to 10%.

Goal #3 Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.

Action: There will be coordinated services between the child welfare agency, probation department and school staff.

Goal #4 Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

Expected AMO: 80% of expelled youth will acquire necessary credits to become eligible for returning to their home district.

Explanation of data metrics not measured.

The student population in the court and community schools is highly transient given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed: English earner Reclassification rates, Advanced Placement data, A-G course completion rates, Career Technical Education Course completion rates, high school graduation rate, high school dropout rate, middle school dropout rate, and pupils who participate; in the EAP program. Pupils are offered the EAP during the state testing administration. The TCOE court ad community schools do not expel students from our programs thus expulsion data does not apply. Graduation rates are not calculated for Count Offices of Education.

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	According to the parent surveys,74% were pleased with their child's achievements in reading and math improvements as measured by local assessments and MAP scores. Attendance rate which increased from 81% to 83%.
	Student surveys indicated 86% felt their educational skills increased while enrolled in court or community schools. The survey also indicated 82% of students felt safe at school, physically and emotionally.
	Teacher surveys indicated 81% of teachers felt the professional provided in-

services addressed the needs of the students.

Parent participation increased from 26% to 72%. Emails, letters, and phone calls were made by teachers and support staff. Information was provided in both in English and Spanish. Parent/teacher conferences were held in the fall and spring.

39% of English Learners had one year's growth on the California English Language Development Test which met the goal of 30%.

Students completing credits towards graduation requirements increased from 68.5% to 94% which is a 25.5% increase.

There are 7 students attending our local community college which is an increase of 5 from last year. Two students at the community schools are dual enrollment while the remaining five court school students are enrolled in an on-line course, again all due to the efforts of the Student Transition Specialists.

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

Although there was improvement from 0 to 2% growth for the standard met on the math CAASPP assessment. Our math consultant will continue to provide professional develop to address our math needs.

The Smarter Balance state test results for 2015-2016 indicated a 2.5% increase of students meeting the standard on the ELA CAASP.

To address this area of need and increase the number of students meeting the State Standards we will continue to provide professional development in the areas of reading and writing with our ELA consultant.

The percentage of expelled students did not increase from the previous year, 21%. Two Student Transition Specialists will be added to the community schools to increase the number of students returning to their local district.

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

PERFORMANCE GAPS

The court and community school students have reading, writing, and math gaps. The English Learners will continue their involvement in the designated time for English Learners utilizing the program purchased to improve English Learners academic skills.

Both the math and English consultants will be retained to continue to in-service teachers on best practices to develop academic skills for court and community students.

Also, two new Student Transition Specialists will be added to assist students in college and career readiness goals.

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 foster youth liaison will continue to coordinate services for probation, court and community schools, and child welfare services. Math and English consultants will coach teachers on a monthly basis and coordinate 4 all-day in-services. Topics to be addressed: motivate low level readers, increase writing scores, close the math gap, writing and state testing on chrome books/computers, and the like.

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	$126,246,282
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,003,819

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.

Tulare County Office of Education provides support to 43 districts within Tulare County. The types of support provided are administrative services, human resources, business services, technology, professional development, migrant education, special education, health services, and other specialized programs.

$21,136,518	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 62% of students' scores in Reading will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. 47% of students' scores in Math will increase by at least one grade level as measured by (MAP) Measures of Academic Progress and local assessments. 2. 30% of English Learners who are enrolled long-term will gain one level of growth in one year on the English Language assessment. 3. 5% of students will meet the state standard in ELA and 3% in Math on SBAC testing. 4. Replace and update 25% of computers. 5. Maintain facilities in good repair as per the FIT report. (1c,6c) 6. All students have sufficient access to the standards -aligned instructional materials.	1.56% of students showed an increase in ELA by at least one grade level as measure by Measures of Academic Progress (MAP) and local assessments. 53% of students showed an increase in math by at least one grade level as measured by MAP and local assessments. 2. 39% of English Learners showed one year's growth on the California English Language Development Test. 3. 4.5% of students met the State Standard in ELA, 2% met the math Standard. 4.18% of computers were updated. 5. Minor repairs were made to maintain facilities in good repair. 6. All students have access to aligned instructional materials.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	#1 To increase academic achievement we will maintain a highly qualified, fully credentialed and appropriately assigned staff. Six Student Transition Specialists will be added, one at each site.	In addition to maintaining a highly qualified staff, we were only able to hire 4 Student Transition Specialists due to the qualified applicants.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$494,613 LCFF S/C -staffing –Divided funding: $324,007 Title 1 Neglected & Delinquent S/C - 25, $ 170,606 LCFF S/C - 25	$304,000 Title 1 Neglected and Delinquent S/C -25 Salaries and benefits Teachers-LCFF General fund $1,023,089 Support Staff-Title 1 N&D $605,000

Action 2

	PLANNED	ACTUAL
Actions/Services	#2 Purchase benchmark assessments and instructional materials in Reading and Math to measure student progress every 60 days. (2b)	Northwestern Evaluation Association was purchased and contracted for the 2016-2017 school year to assess students in math reading, and Language Arts comprehension skills, three times annually (Fall, Winter, and Spring)
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$10,000 LCFF S/C 4300-25	$2,912 LCFF S/C 4300-25

Action **3**

PLANNED	ACTUAL
#3 Purchase appropriate supplemental ELD curriculum for new ELD Standards as recommended by instructional staff to help meet the local reclassification criteria. The curriculum will enable English learners access to the core curriculum and ELD Standards. (1b,4e)	English 3D Course, publisher: Houghton Mifflin Harcourt curriculum was purchased. We had an in-service on the program prior to its implementation, at all sites. Only English Learners attend the highly specialized lessons devoted to increasing academic core vocabulary and comprehension skills. The lessons are designed to increase the students' reading, writing, listening, and speaking skills. The daily lesson is approximately 45 minutes.

Actions/Services

Expenditures

BUDGETED	ESTIMATED ACTUAL
$35,000 LCFF S/C 4300-25	$26,500 LCFF S/C 4300-25

Action **4**

PLANNED	ACTUAL
#4 Provide coaching and mentoring for teachers with Educational Resource Services (ERS) Consultants for Language Arts, Math, and ELD to ensure implementation of new standards and meet the needs of English learners and students with exceptional needs. (2a,2b)	The ELA consultant was contracted for 45 days. He gave support through situational coaching, developed writing curriculum and writing prompts for assessments, taught several all day in-services giving staff updated motivational computer lesson plans and best practices The Math consultant was contracted for 22 days. He, too, developed assessments and taught in-services to enlighten teachers how to teach lessons to fill math gaps for students, especially utilizing the program Transition to Algebra.

Actions/Services

Expenditures

BUDGETED	ESTIMATED ACTUAL
$78,000 LCFF S/C 5710-25	$63,650 LCFF S/C 5710-25

Action **5**

	PLANNED	ACTUAL
Actions/Services	#5 Students and staff are provided a safe and secure learning environment by maintaining facilities in good repair as well as updating computer equipment and software to access appropriate instructional materials as identified by instructional staff that is aligned to the standards. (1c,6)	All staff and students completed a survey and 80% responded in the affirmative that they are provided a safe and secure learning environment. Ten Chrome Books were purchased due to the increase in population at Mid County community schools ($2,990.00). Six projector Lamp/Bulbs for Mimio and LanSchool brands replaced ($682) Tree trimming and repair to boy's urinal and parking light repair ($5,000 + $738 +$525.). Six laptops for Student Transition Specialists ($6,165) Go Guardian and LanSchool software licenses ($1,250 + $390). Miscellaneous: fan and redundant AC power, cables for printing copiers, internet cables, battery cartridge replacements, etc. ($1,747) Read Naturally computer program designed to increase reading skills for low-level readers. Students wear headsets to silently read and listen to the program read to the student ($1700). Video editing class was added to address Career Technology and readiness. ($5,080). Transition to Algebra consumables ($7504)
Expenditures	BUDGETED $30,000 LCFF S/C 4400-25	ESTIMATED ACTUAL $33,771 LCFF S/C(see above for specific costs)

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.	Four Student Transition Specialists (STS) were hired to have a direct impact on the student population at court and community schools. They helped prepare students for college and career readiness: assisting students in filing for financial aid, completing resumes, and participating in mock interviews, etc. Local testing was administered to students and data compiled by STS. Teachers used the scores to help drive curriculum to assist students in raising their low-level skills. Teachers implemented the ELD program during designated instructional time. <u>Successes:</u> Local testing indicated math skills increased by at least one grade level by 6% English learners showed one year's growth, 9% increase <u>Challenges:</u> Not all sites had a Student Transition Specialist
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<u>Effectiveness</u> achieved: All students had access to Common Core State Standards curriculum STS administered and documented academic progress Teachers were mentored to ensure success with English Learners and Special Ed populations.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is a $190,613.00 difference because only 4 Student Transition Specialists were hired. Not all projected 6 positions were filled.
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.	Because there is a need to have one Student Transition Specialist at each site, we will continue to hire through 2017-18. One each for the 4 community schools and 2 court schools.

Annual Update

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

Goal 2	All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. Parent/guardian participation in school activities will increase by 5% from the previous year. 2. Student attendance rate will increase by 5% from the previous year. 3. Credit accrual to meet graduation requirements will increase from 5% to 10%.	1. Parent/guardian participation in school activities increased from 26% to 72%. 2. Student attendance rate increased by 2% from 81% to 83%. 3. Credit accrual for graduation requirements increased 25.5%.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	#1 Establish and conduct a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, suspension rates, dropout rates for middle and high school students and addressing concerns for students with exceptional needs. Data will be shared at parent conferences at which time we will solicit input from parents for decision making on the LCAP. Also, a survey will be administered to determine safety needs of students. Purchase meeting supplies, flyers, etc.(3a-c, 5c-e, 6a)	There was an increase of 50% attendance for parent/teacher conferences. Parents were 75% pleased with test scores, the positive school climate and instructional materials. The suspension rate decreased by 71% due to the positive intervention role of the Student Transition Specialists. Parents learned the value and need for their input in developing the LCAP during parent/teacher conferences. Parents were asked for input on LCAP progress and goals.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$2,500 LCFF S/C 4300-25	$1,300 LCFF S/C 4300-25

Action 2

Actions/Services	PLANNED	ACTUAL
	#2 Family Services Worker position has been established to support and collaborate with families on health, safety, school attendance suspensions and chronic absenteeism. Staff will be on site on a monthly basis. (5a,5b,6a)	The Family Services Worker assisted families with information for medical treatment, food supplies and transportation to job interviews. Students were contacted via phone or a home visit by the Family Services Worker when they were absent.

Expenditures	**BUDGETED** $17,000 LCFF S/C 5710-25	**ESTIMATED ACTUAL** $17,000 LCFF S/C 5710-25

Action   **3**

	PLANNED	**ACTUAL**
Actions/Services	#3 Administration and staff will implement common core standards, support positive behavioral interventions and involve parents in the educational process. Six Student Transition Specialists will be hired to support students' academic achievement for college and career readiness and their transition to their comprehensive high school, work place and/or college.	Due to the implementation of positive interventions by the Student Transition Specialists there has been an overall increase in the classroom environments at all sites. The consultants assist teachers with the rigor and relevance which is a direct correlation in less negative write-ups and fewer suspensions. The Family Service Worker and Truancy officers are making home visits to encourage parents to keep in touch with school staff. The positive feedback from students attending community college or taking on-line community college courses has had an overwhelming positive effect for school attendance and desire to earn a diploma.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Refer to Goal #1, Action #1	Truancy Officers-$151.000 Title 1 N & D Student Transition Specialist- See Goal #1, Action #1 Family Service Worker –See Goal # 2,Action #2

Action   **4**

	PLANNED	**ACTUAL**
Actions/Services	#4 Purchase Instructional Access Program for college and career readiness and credit accrual. With this software program, students are able to access and complete a broad course of study based on their needs.	Instructional Access Program was purchased and implemented in the fall 2016. 75 for the career component and 50 diploma slots will be used with 85% completion rate.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$150,000 – LCFF 4300-25	$154,040 Title 1 N&D 4300-25

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.	To improve the overall participation rate of all students and parents a multidisciplinary team was implemented. The Student Transition Specialist, Family Service Worker and Truancy workers as well as support staff and teachers all became one team. This multidisciplinary team worked together to benefit the child and parent/guardian in the educational process of each individual student. Successes: Parent/guardian participation in school activities (i.e. parent/teacher conference) increased 46% Credit accrual increase 25.5%. Challenges: Student attendance rate
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of Parent/Teacher conferences: Teachers were able to share with parents/guardians their child's growth through data and progress reports. Family Services Worker assisted families played an effective role in communication for parents and students who needed assistance with transportation and other aspects preventing students to be successful at school. Many students were able to effectively accrue credits towards college and career readiness using the purchased program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was an over estimated budget on parent/guardian informational meetings. The snacks and flyers purchased cost less than anticipated. The LCAP meetings were not well attended. Next year more effort will be made to have the meetings at a more convenient time, directly after school when parents are picking students up from school. This year the meetings were held in the evening which didn't prove to be fruitful.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will continue to implement all that was done this past year: Increase student and parent/guardian involvement in the school process utilizing the multidisciplinary team Continue to employ the Family Service Worker and two truancy officers as they have proven to be invaluable 20% of court and community seniors earned a diploma.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☒ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Foster youth will acquire necessary requirements for graduation at a 5% increase from the previous year. Attend quarterly meetings with Child Welfare agencies and Probation to minimize changes in school placement.	Our goal was to increase 5% annually but we've have maintained 100% of foster youth acquiring necessary requirements toward graduation. Student Transition Specialists, teachers, parents/guardians, probation and students participated in the students' ILP. School administration, Foster Youth Liaison, and probation all attended necessary meetings to assure the greatest amount of success for each foster youth.

ACTIONS / SERVICES

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

Action   1

	PLANNED	ACTUAL
Actions/Services	#1 There will be coordinated services between the child welfare agency, probation department and school staff: A)To minimize changes in school placement B)Provide education related information to child welfare agency, which could include status and progress reports required by court reports C)Work with the juvenile court to ensure delivery of necessary educational services. D)Health and Education Records will be shared expeditiously (10 a-d)	There were weekly meetings attended by probation and school staff and quarterly meetings coordinated and attended by child welfare agency and school administrators. Efforts between child welfare agency, probation department, and school staff were coordinated. All necessary school records (i.e. transcripts and the like) were submitted to the necessary parties in a timely manner. All foster benefitted from this multidisciplinary team approach.
Expenditures	**BUDGETED** Refer to Goal #1, Action #1	**ESTIMATED ACTUAL** Refer to Goal #1, Action #1

Action   2

	PLANNED	ACTUAL
Actions/Services	#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (10d)	The Student Transition Specialist developed and completed the ILP with each student upon entry into the program. Teachers were made aware of the needs of each student. All foster youth were keenly aware of their goals and requirements set forth in the ILP.
Expenditures	**BUDGETED** Refer to Goal #1, Action #1	**ESTIMATED ACTUAL** Refer to Goal #1, Action #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.	All foster youth had an Individual Learning Plan completed with the Student Transition Specialist. All stakeholders who were involved to assist the student were made aware of the goals and requirements necessary for the student to be successful. Successes: 100% of foster youth had ILPs completed Challenges: Maintaining 100% completion
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Effectiveness of goal #3: 100% participation of all noted agencies was key for success. Child Welfare Services, probation, and school staff attended the meetings to discuss the needs of the foster youths. With all stakeholders aware of the ILP the foster youth wasn't lost in the court and community schools.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	See Goal #1, Action #1. No other differences were made.
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 other changes were made to this goal.

Annual Update

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

Goal 4	Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☒ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. 25% of expelled students will meet conditions of their expulsion to return to their home district. 2. 80% of expelled youth will acquire necessary credits to become eligible for returning to their home district.	1. 21% of expelled students met their conditions and returned to their home district. 2. 76% of expelled youth acquired necessary credits to become eligible to return to their home district.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
#1 Review each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed: needs are considered, services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites. (3b,3c,9)	21% of the students met their conditions of expulsions and returned to their home district. Every expelled student had an ILP completed and all stakeholders were made aware of the goals and necessary requirements for the student to return to their home district.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Refer to Goal #1, Action #1	Refer to Goal #1, Action #1

Action 2

Actions/Services

PLANNED	ACTUAL
#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal, such as credit accrual and tracking the progress of credit. (7a,7b)	76% of expelled youth acquired necessary credits to become eligible to return to their home districts. Although this goal fell short by 4%, every student's transcripts were evaluated by the Student Transition Specialist and every effort was afforded to the expelled youth to be successful. Multidisciplinary team meetings discussed the needs and requirements needed for their success. Credit deficient seniors were encouraged to complete the on-line diploma program. Freshman through juniors who were credit deficit were given opportunities for credit recovery.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Refer to Goal #2, Action #4	Refer to Goal #2, Action #4

Action 3

Actions/Services

PLANNED	ACTUAL
#3 All staff will monitor the suspension of students to prevent possible expulsions. (9,6a,6b)	All staff was presented data on suspensions rates. Staff monitored suspension rates during weekly staff meetings. Results indicated a decrease of 71% from previous year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Refer to Goal #1, Action #1	Refer to Goal #1, Action #1

Action 4

Actions/Services

PLANNED	ACTUAL
#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school. (6c)	Administrators at court and community schools sent surveys to parents, students, and teachers. 90% of all surveys were completed and collected for data. Results reviewed at SSC, ELAC, LCAP and leadership meetings.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Refer to Goal #2, Action #1	Refer to Goal #2, Action #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.	Each expelled student had an Individual Learning Plan completed with the Student Transition Specialist. Terms and conditions to return to his home district were reviewed; transcripts and progress reports were reviewed as well so the student would be aware what actions needed to take place for successful re-entry to his home school. Successes: Some students returned to their home districts Challenges: Meeting the goal for expelled students to return to their home districts
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The goal fell short by 4% due to poor student attendance. Truancy officers made phone calls to students' homes. When the student arrived at school they were able to complete the tasks needed to successfully complete their terms and conditions.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	See Goal #1, Action #1.
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.	Suspension rates: 11.7% (2016-2017)

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?

We met with LCAP analysts at Tulare COE and received a packet: LCAP Composition Notes for Clarity and Good Practice.

- School Site Council/Parent Advisory Committee and English Language Advisory Committee met Sept 21, 2016, Dec 14, 2016, Feb 15, 2017 and April 26, 2017. Students attending the meetings want the LCAP to continue the diploma program and extracurricular programs such as the guitar and video editing classes.
- Parent/teacher conferences (Sept 28-30, 2016 and Mar 26-28, 2017) at the school sites reflected parents wanting the LCAP to continue with all the same programs and didn't have any new suggestions. Each of the State Priorities was expanded with examples for clarification.
- Parents, students, and staff completed surveys as well as one-on-one conferences with teachers explaining the LCAP goals and actions.
- LCAP meeting were conducted at each of the 6 different sites. All parents, students, school staff, community members, CTA and CSEA unions: Oct 26, 2016, Mid-County Community school, Visalia, CA; Nov 30, 2016, Farmersville Community school/Farmersville, CA; Jan 25, 2017, Superior/Tulare, CA; Mar 22, 2017, Success/Porterville, CA April 27, 2017, Court Schools. The flyers were posted at the sites and stakeholders were notified via email or mail notifications.
- Annual updates were shared at teacher in-service meetings in Oct. 2016, February 2017 and March 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

These consultations had the following impact:

- Students indicated a need for student enrichment through field trips. Field trips are not included in the plan as they are provided by Tulare County probation.
- Teachers requested computer programs to support and assist students who are below grade level. Read Naturally was purchased this year and will continue next year. There are plans to expand the service.
- Parents want the parent/teacher conferences to be continued.
- Staff and students requested to increase Students Transition Specialists, up to one for each site of the 6 sites, in goal #1.
- The survey revealed approximately 70% of all parents understood the LCAP and its importance.

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	All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

Identified Need	4% of students were proficient in local ELA writing assessments. 90% of students tested below grade level upon entry in Reading and 95% in Math. Through SBAC testing, 3% of students met the state standard in ELA and 1% in Math. Due to on-line state testing, computers will need to be updated and upgraded continuously.
	Metric: State EL assessment, Measures of Academic Progress, credit accrual data.
	Explanation of data metrics not measured.
	The student population in the court and community schools is highly transient given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed: English Learner Reclassification rates, Advanced Placement data, A-G course completion rates, Career Technical Education Course completion rates, high school graduation rate, and pupils who participate; in the EAP program. Pupils are offered the EAP during the state testing administration. Graduation rates are not calculated for County Offices of Education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Proficiency-State Assessment	4.5% of students met the standard(2015-16)	6% proficient	7% proficient	8% proficient

Math Proficiency-State Assessment	2% of students met the standard	5%	6%	7%
EL 1yr growth State test	39% of ELs showed 1 year's growth	41%	43%	45%

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services ☒ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 To increase academic achievement we will maintain a highly qualified, fully credentialed and appropriately assigned staff. Administration and staff will implement common core standards, support positive interventions and involve parents in the educational process. Two additional Student Transition Specialists will be added in addition to the 4 hired in 2016-2017 to support students' academic achievement for college and career readiness and their transition to their comprehensive high school, work place and/or college.	The six Student Transition Specialists will be maintained.	

2017-18		**2018-19**		**2019-20**	
Amount	$2,680,819	Amount	$2,680,819	Amount	$2,680,819
Source	Divided funding: $1,538,085 LCFF Base $972,128 Title 1 Neglected &Delinquent $ 170,606 LCFF S/C	Source	Divided funding: $1,538,085 LCFF Base $972,128 Title 1 Neglected &Delinquent $ 170,606 LCFF S/C	Source	Divided funding: $1,538,085 LCFF Base $972,128 Title 1 Neglected &Delinquent $ 170,606 LCFF S/C
Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits

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 ☐ School wide **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
#2 Purchase benchmark assessments and instructional materials in Reading and Math to increase student achievement.		

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4300-25	Budget Reference	4300-25	Budget Reference	4300-25

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 ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s) |

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 Purchase appropriate supplemental ELD curriculum for new ELD Standards as recommended by instructional staff to help meet the local reclassification criteria. The curriculum will enable English learners access the core curriculum and ELD Standards.		

2017-18		2018-19		2019-20	
Amount	$35,000	Amount	$35,000	Amount	$35,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4300-25	Budget Reference	4300-25	Budget Reference	4300-25

Action   **4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [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 ☐ School wide **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
#4 Provide coaching and mentoring for teachers with TCOE Educational Resource Services (ERS) Consultants for Language Arts, Math, and ELD to ensure implementation of new standards and meet the needs of English learners and students with exceptional needs.		

2017-18		2018-19		2019-20	
Amount	$78,000	Amount	$78,000	Amount	$78,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5710-25	Budget Reference	5710-25	Budget Reference	5710-25

Action   **5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [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 ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#5 Students and staff are provided computer equipment and software to access appropriate instructional materials as identified by instructional staff that is aligned to the standards.		

2017-18		2018-19		2019-20	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4400-25	Budget Reference	4400-25	Budget Reference	4400-25

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒3 ☒4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Improve student attendance rate from 81% and improve parent/guardian involvement in school functions from 26%.

Metric: Local attendance data, local credit recovery data, local parent participation data, NWEA MAP (Measure of Academic Progress) scores. Students acquiring credits increased by 3.5%.

Explanation of data metrics not measured.

The student population in the court and community schools is highly transient given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed: high school dropout rate and middle school dropout rate,

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation at parent/teacher conferences by using rosters/sign-in sheets	72% 2016-17	75%	78%	81%
Attendance rate	83%	83%	84%	85%

Suspension Rate	11.7%	10.7%	9.7%	8.7%
Chronic Absenteeism	80.6%	Decrease by 2%	Decrease by 2%	Decrease by 2%

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 Establish and conduct a parent/guardian teacher conference schedule to set expectations for court and community students: parent/guardian involvement, transition plans, attendance rate, suspension rates, dropout rates for middle and high school students and addressing concerns for students with exceptional needs. Data will be shared at parent conferences at which time we will solicit input from parents for decision making on the LCAP. Also, a survey will be administered to determine safety needs of students. Purchase meeting supplies, flyers, etc.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF-S/C	Source	LCFF-S/C	Source	LCFF-S/C
Budget Reference	4300-25	Budget Reference	4300-25	Budget Reference	4300-25

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 ☐ School wide **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
#2 Family Services Worker position has been established to support and collaborate with families on health, safety, school attendance suspensions and chronic absenteeism. Staff will be on site on a monthly basis.		

2017-18		2018-19		2019-20	
Amount	$17,000	Amount	$17,000	Amount	$17,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5710-25	Budget Reference	5710-25	Budget Reference	5710-25

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 ☐ School wide **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
#4 Purchase Instructional Access Program for college and career readiness and credit accrual. With this software program, students are able to access and complete a broad course of study based on their needs.		

2017-18		2018-19		2019-20	
Amount	$150,000	Amount	$150,000	Amount	$150,000
Source	Title 1 N & D	Source	Title 1 N & D	Source	Title 1 N & D
Budget Reference	4300-25	Budget Reference	4300-25	Budget Reference	4300-25

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 3	Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☒ 10

LOCAL _____

Identified Need

TCOE foster youth need continued support and coordinated services in order to increase achievement and attain educational outcomes including transition to their home district.

Metric: Local credit recovery data, dropout rates

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foster Youth acquiring credits toward graduation	100% 2016-17	Maintain 100%	Maintain 100%	Maintain 100%

[PLANNED ACTIONS / SERVICES](#)

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☒ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 There will be coordinated services between the child welfare agency, probation department and school staff through quarterly meetings of the Foster Youth Services Executive Advisory Council (FYSEAC) with the following objectives: • To minimize changes in school placement • Provide education related information to child welfare agency, which could include status and progress reports required by court reports • Work with the juvenile court to ensure		

delivery of necessary educational services. • Health and Education Records will be shared expeditiously		

BUDGETED EXPENDITURES

2017-18

Amount	Refer to Goal #1, Action #1
Source	
Budget Reference	

2018-19

Amount	Refer to Goal #1, Action #1
Source	
Budget Reference	

2019-20

Amount	Refer to Goal #1, Action #1
Source	
Budget Reference	

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 ☐ School wide **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
#2 Develop Individual Learning Plan (ILP) for each foster youth and EL to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness.		

2017-18		2018-19		2019-20	
Amount	Refer to Goal #1, Action #1	Amount	Refer to Goal #1, Action #1	Amount	Refer to Goal #1, Action #1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 4	Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☒ 9 ☐ 10

LOCAL _____

Identified Need

Only 21% of expelled youth returned to their home districts. 76% of expelled youth acquired necessary credits to become eligible for return to their home district.

Metric: Local expulsion data, local credit recovery data, suspension rate data

Explanation of data metrics not measured.

The student population in the court and community schools is highly transient given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed: The TCOE court ad community schools do not expel students from our programs thus expulsion data does not apply.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expelled youth return to home district	21% expelled youth returned to home district (2016-17)	26% expelled youth will return to home district	31% expelled youth will return to home district	36% expelled youth will return to home district
Credit Accrual	76% expelled youth acquired credits	78% expelled youth will acquire credits	80% expelled youth will acquire credits	82% expelled youth will acquired credits

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 Student Transition Specialist leads reviews each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed: needs are considered, services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites.		

2017-18

Amount	Refer to Goal 1, Action 1
Source	
Budget Reference	

2018-19

Amount	Refer to Goal 1, Action 1
Source	
Budget Reference	

2019-20

Amount	Refer to Goal 1, Action 1
Source	
Budget Reference	

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 ☐ School wide **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
#2 Evaluate Credit Recovery program and expand as necessary to meet the expected outcomes of this goal, such as credit accrual and tracking the progress of credit.		

2017-18		2018-19		2019-20	
Amount	Refer to Goal 1,Action 1	Amount	Refer to Goal 1,Action 1	Amount	Refer to Goal 1,Action 1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 All staff will monitor the suspension of students to prevent possible expulsions.		

2017-18		2018-19		2019-20	
Amount	Refer to Goal #1, Action #1	Amount	Refer to Goal #1, Action #1	Amount	Refer to Goal #1, Action #1
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [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 ☐ School wide **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
#4 The school district will conduct an annual survey of students, parents, and staff to measure the climate of each school.		

2017-18		2018-19		2019-20	
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4300-25	Budget Reference	4300-25	Budget Reference	4300-25

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$1,222,273.00	Percentage to Increase or Improve Services:	7.61%

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).

Due to the fact that our unduplicated population is 100%, (low income, EL, and Foster Youth students), all actions and services including support services and supplementary materials are principally directed toward these students. These services will include academic interventions in English Language Arts, mathematics, credit accrual, and social-emotional and academic support to ensure students' progress towards graduation success. These services which include smaller class sizes, truancy support, family services support, coordination with the FY liaison, Student Transition Specialists support, professional development and supplementary material, are effective measures to ensure that our LEA can meet the goals designed to support our fragile student population. In collaboration with community agencies, a system of support for all students will improve the success rate in all expected outcomes. These actions and services, taken in total will provide increased and improved services beyond the percentage 7.61 MPP.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016