

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	University Preparatory High School		
Contact Name and Title	Eric Thiessen	Email and Phone	erict@tcoe.org 559-730-2529

2017-20 Plan Summary

THE STORY

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

University Preparatory High School (UPHS) is a dual enrollment, early college program open to all high school students in Tulare and contiguous counties. UPHS is a public charter high school authorized in 2009 by Tulare County Office of Education (TCOE) and is located on the College of the Sequoias (COS) campus.

The UPHS teaching community represents a variety of backgrounds and are committed to higher learning expectations and goals. There are twenty certificated and classified staff, including part-time and full-time staff. Students are enrolled in COS classes taught by COS instructors and are under the guidance of the school counselor. The current enrollment at UPHS is 246 students, which is an increase of 18 from the prior year. Seven of these students have an IEP and receive special education services through TCOE. The data shows a steady increase in enrollment for the last three years.

The Mission of UPHS is to provide opportunities for students to succeed in a rigorous academic curriculum through intensive academic training in preparation for a college path, with an emphasis on academic English, math, science, writing across the curriculum, character development, leadership, community service, and civic engagement.

LCAP HIGHLIGHTS

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

The biggest impact is parent input regarding our LCAP. Through current and past surveys, the biggest impact is the decision to include funding for a part time counsellor to help relieve the current counsellor of a very high workload. Another impact of parent and staff involvement is the continued support of student use of technology. UPHS provides all students with a school lap top for their use during the school year. In addition, we have incorporated ELA and math tutoring through the use of LCAP monies. Although UPHS is an early college high school, it is still important to provide our students with acaedmic help. As we continue to incorporate Common Core standards into our lessons, we continue to provide students with tutoring by teachers after school. We have also helped our teachers by providing them with professional development in Common Core pratices.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The biggest impact has been on our student honor roll. In the fall semester, 72.7% of our low income students made the honor roll with a GPA of at least 3.525. The average GPA of our 88 identified students was 3.448 in the fall 2016 semester. At the conclusion of the Spring 2017 semester, 72% of idenitified students earned Honor Roll awards. The average 2016/2017 GPA for our identified students was 3.368. A second impact has been an increase in college class enrollment and success. Our identified students completed 191 college credits with 49% completing at least 1 college credit. The average was approximately 3.25 credits per student enrolled. In the Sping 2017 semester, 55% of the identified students completed 204 college credits, completing an average of 2.3 credits each.

This year UPHS does not have any indicators in the orange or red performance category. The only indicator that is a concern is attendance. Our school completed the school year with an overall attendance rate of 95%. Even though the average attendance rate for identified students is 96.75%, there are some students who struggle with adequate attendance.

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

While our school does not show any low performance areas, we have identified a need to increase services to our Limited English Proficient students. We will be hiring a part time English teacher who will serve these students. This teacher, with the help of the English Dept chair, will develop curriculum designed to meet the needs of our LEP students. Our new teacher will meet daily with the identified students and also work one-on-one with them to meet any specific needs the student may have.

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

While no student group was two or more performance levels below the “all student” performance, each group exceeded in the graduation rate and suspension indicators. In addition, our identified group had an overall average attendance of 96.75%. This is above our school's requirement of 95%.

The only gap of concern is the math level attained by our students on the Math CAASPP exam.

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 two greatest areas of improvement include social welfare and English Language Learners. It is our intention to hire a part time EL teacher. This teacher will have the primary focus of working with our English Learner Population. We are currently rewriting some of our English curriculum to meet the needs of our English Language Learners.

Second, with the increase in teen depression and suicide, we are working to hire a part time Licensed Clinical Social Worker. This person would be responsible for and work in conjunction with our counselors in providing emotional and mental counselling to students in need.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 2,057,941.64
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 119,049.80

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.

Other expenditures include the purchase of materials for the following class: science, health/PE, music, drama, and dance. These courses are available to all students and are important to helping students implement the concepts learned in English and math.

\$2,021,467.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	UPHS will provide an engaging and differentiated academic program where all students will achieve at high levels and show social competence to compete in the 21st century economy.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Through increased professional development in technology, ELA, and math along with curriculum designed to increase attendance awareness, it is the goal of UPHS to assist all identified students in these areas.

Students will continue to increase college credit completion; increase the number of students who earn honor roll; increase the average grade point average for our targeted sub group; increase the performance rate of students on the California Assessment of Student Progress and Performance (CAASPP.)

- All identified students will have an average grade point average of 3.50 or higher at the end of each semester in the 2016-2017 school year..
- Twenty five percent of identified 11th grade students will "meet standard" on the CAASPP comprehensive exam.
- All identified students will successfully complete at least 3 college credits during the school year.
- Eighty percent of identified students will be on the Fall 2016 honor roll.
- All identified 12th grade students will have an overall average attendance rate of 94%.

ACTUAL

At the end of the 2016/2017 school year, our identified students met or earned the following –

- Average grade point average is 3.448
- 71% of our 11th grade students met or exceeded the standard for the CAASPP English exam and xx% met the standard for the math exam.
- The average number of college credits complete was 4.5.
- 72% earned honor roll awards.
- The average fall 2017 attendance was 96% with a Spring average of 95%.
- The senior class average attendance was 93.42%.

- All identified 9-11th grade students will have an overall average attendance rate of 95%.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. • Ensure that all identified students have access to the appropriate technology. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • UPHS was able to make a lap top available to all identified students. Not all students chose to use a school computer insead opting to use their own device. • All students at UPHS have access to technology regardless if they are able to provide their own device.
Expenditures	<p>BUDGETED</p> <p>\$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$8,718.89</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>Provide engagement activities to increase attendance and decrease truancy rate including but not limited to supplemental materials for homeroom lesson plans and student activities to increase student awareness and the importance of school attendance.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> • Review, select, and purchase curriculum to increase student awareness regarding 	<p>ACTUAL</p> <p>For the 2016-2017 school year, curriculum for homeroom lessons was not purchased. Instead, our staff worked together to design lessons using a variety of free resourses that addressed student awareness of attendance.</p> <p>Twice a year, our school recognizes all students who meet or exceed the minimum attendance requirements including medals for students who have 100% attendance.</p> <p>Additionally, all students are rewarded with a “Beach Party” the last Friday of the school year. This activity is designed to reward students who meet or exceed our attendance requirements.</p>
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attendance.

- Provide activities for students who exceed our school-wide attendance requirement of 95%.

Expenditures

BUDGETED
\$2,500

ESTIMATED ACTUAL
TBD

Action **3**

PLANNED
Provide intervention support through the continued use of college tutors and the hiring of current ELA teachers as after-school tutors for student support in English Language Arts.

The following actions are designed to increase and/or improve the success of our identified students –

- Provide teachers with professional development to help them tutor students who are struggling in ELA.
- Provide students and teachers time to meet and assist students who are struggling in English Language Arts.

ACTUAL
For the 2016-2017 school year, a former UPHS student was hired to tutor any and all students after school, 4 hours a week. Teachers, including math and English, were paid to tutor after school one to four days a week.

All teachers were encouraged to attend at least one professional development training. Some attended their subject's state wide conference and some chose to attend local professional development. All core teachers attended at least one professional development.

This year, our student teacher met with students who are Limited English Proficient as a part of his student teaching assignment. The student teacher met weekly with Limited English students to work with them on a regular basis.

Actions/Services

BUDGETED
\$5,000

ESTIMATED ACTUAL
\$3,700.75

Expenditures

Action **4**

PLANNED
Provide mathematics intervention support through the continued use of college tutors and the hiring of current math teachers as after-school tutors to assist students in their understanding of common core math.

ACTUAL
For the 2016-2017 school year, a former UPHS student was hired to tutor any and all students after school, 4 hours a week. Math teachers were paid to tutor students after school one to four days a week.

Actions/Services

Expenditures

BUDGETED
\$5,000

ESTIMATED ACTUAL
\$3,407.18

Goal 1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Each student is given the opportunity to check out a school laptop at the beginning of the year. All of our classes have web sites and our instructors maintain their coursework on line. As a technologically dependent school, make every effort to ensure all students have access to technology.

With our technology component, all student attendance is maintained on a student management system called Power School. This system helps parents and students to follow student attendance rates. In addition, we reward all students who maintain a 95% attendance rate for the year.

All teachers are given the opportunity to attend one subject specific conference and one local professional development in their subject area. Teachers are also available to tutor students after school in our school tutoring center. Students are free, and sometimes assigned, to our after-school tutoring class. This class is open Monday through Thursday from 3:35-5:00 p.m.

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

This goal has allowed our students to maintain an average grade point average of 3.448. This grade point average is exceptional for our students. In addition, 72.7% of our identified students earned honor roll awards and completed a total of 191 college credits in one semester alone. This year our school administered the CAASPP Interim Comprehensive Assessment in math. Our identified students had an average score of 2601.9. This was only 17 points below the whole school average.

The availability of computers for students allows our teachers greater opportunity to utilize the CAASPP math and English assessments available throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Due to many student providing their own electronic devices, we have not had the need to purchase more computers.
- At this time, we have not utilized the monies designated for attendance as it is planned to use it at the end of the year for an attendance celebration.
- At this time, not all expenditures have been finalized as we are not yet at the end of the school year.

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

The one change made to this goal was the implementation of the CAASPP Math ICA. Our school will be using this assessment in the future to measure student growth in math.

Goal 2

Every UPHS student will receive rigorous instruction aligned with Common Core State Standards and Project Based Learning delivered by highly qualified personnel.

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

Identified students will...

- ...complete a minimum of three college credits per school year.
- ...demonstrate a minimum average score of "meets standard" on the CAASPP Interim Comprehensive Assessment (ICA) for math.
- ...demonstrate a minimum average score of "meets/exceeds standard" on the CAASPP Interim Comprehensive Assessment (ICA) for ELA.

ACTUAL

Identified students were able to...

...complete at least 3 units this school year.

...71% of identified students met or exceed the standard on the Math Interim Comprehensive Assessment.

...due to scheduling complexities, students were unable to complete the ELA Interim Comprehensive Assessment.

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

Increase student performance in math proficiency through the use of supplemental materials, books, software for use in math intervention classes and

ACTUAL

The math department continues to purchase consumable materials to support math. In addition, individual calculators were purchased to support all levels of math offered.

	<p>after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in math.</p>	<p>The math department attended the Math Consortium at Asilomar, CA</p>
Expenditures	<p>BUDGETED</p> <p>\$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$8,304.82</p>

Action **2**

	<p>PLANNED</p> <p>Increase student performance in ELD through the use of supplemental materials, books, software for use in language arts intervention classes and after school support.</p> <p>Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in English Language Arts.</p>	<p>ACTUAL</p> <p>At this time we are waiting for the final scores for the ELA CAASPP exam, completed May 3, 2017.</p>
Expenditures	<p>BUDGETED</p> <p>\$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$ 407.64</p>

Action **3**

	<p>PLANNED</p> <p>To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all 1st, 2nd and 3rd year teachers. Professional development in Common Core State Standards will assist teachers to increase student success in the classroom, successfully completing the CAASPP, PSAT, SAT, and ACT exams.</p>	<p>ACTUAL</p> <p>The average PSAT score for our tenth grade class was 876.5. This was a decrease of 58 points. However, the average PSAT score for the identified 10th grade students was on pace with the average score for the tenth grade class.</p> <p>Currently we are waiting for final SAT, ACT, and CAASPP scores.</p>
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$7,500	\$12,423.90

Action **4**

Actions/Services	PLANNED	ACTUAL
	To provide professional development provided by the Tulare County Office of Education in Project Based Learning for four fulltime teachers. Through the implementation of Project Based Learning, students will gain experience in utilizing skills learned in class.	Due to schedule conflicts and complexities, we were not able to meet this action. This action will be removed from future goals.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5,000	\$0

Goal 2

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

UPHS continues to offer after-school tutoring for all students in math and English. Our math and English teachers provide after-school tutoring each two days a week. We also hired a former student as an after-school tutor. The math and English department continues to review materials for their classes that they feel would best help our students. All core teachers attended at least one professional development workshop and/or the statewide conference for their subject. As a way to assess student understanding in math, our school administered the Math Interim Comprehensive assessment in the Fall. This test was used to determine the math level of all students. The math department also began to utilize the Math Interim Assessment Block tests within their classes.

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

The main objective of these actions is to improve student performance in math and English. It is also a secondary objective to increase student performance in science and social studies. The student levels in math, English and Science are yet to be determined. CAASPP testing was completed May 11.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to schedule conflicts and time away from the classroom, teachers chose to not attend any Project Based Learning professional development that was offered. We had a difference in costs for actions 2 and 3 due to teacher over time pay for tutoring and the increased costs for travel to conferences and professional development.

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 not continue with Action 4, Project Based Learning professional development, in 2017/2018.

Goal 3

All UPHS students, including those identified by an IEP, Section 504 plan, or health service plan will be provided with academic, social, emotional, and as applicable, medical support in order to be successful at UPHS.

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

Students who are identified by an IEP will...

1. ...earn a GPA of at least 3.0 to make the honor roll at least one semester.
2. ...score "meets standards" on CAASPP ICA exams and summative assessment in math and ELA.
3. ...be eligible to enroll in at least one college class each semester.

ACTUAL

Students who are identified by an IEP/504 plan...

- ...earned an average GPA of 3.11.
- ...7 of 8 students met/did not meet or exceed the standard on the math ICA.
- ...7 of 8 students were eligible for a college class in the Fall 2016 and Spring 2017 semester.
- ...two students completed one class each in the Fall 2016 and Spring 2017 semester.

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

All students who are served by an Individualised Education Pland or Section 504 plan will receive

ACTUAL

This year all of our students who are on either an Individualized Education Plan or Section 504 Plan were assisted by our counselor Elaine Hoff and her staff. These students were given extra help and attention in the

support form a certified school counsellor. This counsellor will work with teachers and staff to ensure each student's accommodations are planned for and met in the classroom. The counsellor will also facilitate all IEP and 504 meetings.

classwork.

Expenditures

BUDGETED
\$55,000

ESTIMATED ACTUAL
\$56,021.70

Action

2

Actions/Services

PLANNED
Hire a Licensed Vocational Nurse (LVN) at 60% to work with all students on a Section 504 plan due to medical needs, i.e. diabetes, seizures, etc. Through this action students will miss minimal class time due to medical necessity.

ACTUAL
The primary purpose of our LVN was to monitor and care for our students who are severe Type 1 diabetics. In addition to serving our diabetic students, our LVN also assisted with mental health and students in crisis.

Expenditures

BUDGETED
\$28,050

ESTIMATED ACTUAL
\$ 20,992.73

Goal 3

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The counselor that was hired has been the primary person to oversee our students who are on an IEP or Section 504 plan. The counselor served the staff by monitoring student academic performance. She worked with teachers to ensure that student needs were met and that the student IEP/504 plan was followed.

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

This action has been beneficial in that it helped our students excel academically and in some cases, emotionally. Attendance for our students served met our goal and their grade point average for the students met the requirement for college class enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was minimal to no difference between budgeted and estimated expenditures.

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

The only change to this goal was the addition of a Licensed Vocational Nurse. This action will be continued in 2017/2018.

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?

Our UPHS staff continues to work effectively towards a community of excellence. The process of development of the LCAP includes training through the Tulare County Office of Education, meeting with staff and teachers, April 2017; students (April 2017); parents (surveys and PSO Presentaiton, April 2017); School Site Council and School Site Board of Directors (April 2017.)

As a part of the input process, the following groups were asked to complete an on line survey seeking input for our LCAP including parents, students, staff, SSC and School Site Board of Directors. We also invited members of the COS/UPHS Task Force to complete the survey. In addition, the principal met with staff, stidents and parents summarizing the LCAP process and the goals and actions of UPHS and how they impact our LCAP. All stakeholders were approached beginning in February of this school year to participate and give input.

Student involvement was primarily based around our school’s homeroom/advisory class. Lessons were prepared and presented to students regarding the LCAP and how student input can impact their school. Students were given multiple chances to complete a survey on line and give their input as to their experiences at UPHS. This survey was designed around our existing and new goals in an effort to gauge the impact of current and new goals on student learning.

Parents were presented with LCAP information through emails to all parents seeking their input. Parents were briefed on the state priorities and these priorities impact our school. Each goal and action was shared and each goal and action was thoroughly explained in relation to the state priorities and our school priorities. This culminated with a survey sent to parents to complete for the purpose of gathering data.

In order for the above groups to resourcefully participate in the survey, student, school and district data was presented in regards to attendance rates, academic performance, including California High School Exit Exam, SAT and ACT scores and Early Assessment Program (EAP.) in these meetings following information was shared with stakeholders:

- Data relating to previous year’s LCAP

- Local benchmarks
- Past CST data
- College class participation and results
- Data related to the current year LCAP

The LCAP survey addressed the state priorities required by the state for the LCAP. All stakeholders addressed the high priorities that University Preparatory High School must focus and improve upon.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The biggest impact is parent input regarding our LCAP. Through current and past surveys, the biggest impact is the decision to include funding for a part time Licensed Vocational Nurse to help with our students who have high medical needs and students who are in crisis or need emotional support..

Another impact of parent and staff involvement is the continued support of student use of technology. UPHS provides all students with a school lap top for their use during the school year.

In addition, we have incorporated ELA and math tutoring through the use of LCAP monies. Although UPHS is an early college high school, it is still important to provide our students with academic help. As we continue to incorporate Common Core standards into our lessons, we continue to provide students with tutoring by teachers after school. We have also helped our teachers by providing them with professional development in Common Core practices.

UPHS has a very active parent support organization and an active group of parents. While our parent participation is not 100%, we continue to seek and receive very active parent input throughout the school year. Currently all parents of 10th graders meet with our counselor to review their student's academic progress. During our Back-to-School night parents are given opportunities to meet with our tech staff to learn about how UPHS uses technology for academics. Parents and teachers are consulted in regards to after school ELA/math tutoring: which students should attend, how often and the academic focus for then student.

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

UPHS will provide an engaging and differentiated academic program where all students will achieve at high levels and show social competence to compete in the 21st century economy.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

As a part of teaching 21st century skills, all students will have access to laptop computers to use throughout the school year. All teachers use Google Docs and websites to post classwork and class assignments. Students require technology to access this information. Our teachers also utilize the web for student driven research and classroom lessons.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grade point average	Minimum 3.0 GPA	75% of identified students will earn at least a 3.0 GPA		
College credits	Minimum 3 credits per semester	All identified students will complete a minimum of three college credits per semester.		
CAASPP ICA Math	Level 2	35% of identified students will score at least level 3 on the CAASPP math tests.		
Attendance rate	95% minimum	All identified students attendance will meet or exceed 95%		

Computer/laptop replacement	33% of stock	Computers will be made available to all identified students.		
CAASPP ELA scores	Level 3	75% of identified students will score at least level 3 on the CAASPP English tests		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. Ensure that all identified students have access to the appropriate technology. 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$12,000	Amount		Amount	
Source	LCFF, S/C	Source		Source	
Budget Reference	4300	Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Provide engagement activities to increase attendance and decrease truancy rate including but not limited to supplemental materials for homeroom lesson plans and student activities to increase student awareness and the importance of school attendance.</p> <p>The following actions are designed increase and/or improve the success of our identified students -</p> <ul style="list-style-type: none"> Review, select, and purchase curriculum to increase student awareness regarding attendance. <p>Provide activities for students who exceed our school-wide attendance requirement of 95%.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$5,000	Amount		Amount	
Source	S/C, LCFF	Source		Source	
Budget Reference	4300	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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire a second part time tutor/instructional aide to work with students after school. Hire a part time ELA teacher who will work specifically with English Language Learners.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$55,000	Amount:	Amount:
Source: LCFF, S/C	Source:	Source:
Budget Reference: 2200	Budget Reference:	Budget Reference:

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide mathematic intervention support through the continued us of tutors and the hiring of current math teachers as after-school tutors to assist students in their understanding common core math.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$23,000	Amount _____	Amount _____
Source S/C	Source _____	Source _____
Budget Reference 1100	Budget Reference _____	Budget Reference _____

New Modified Unchanged

Goal 2

Every UPHS student will receive rigorous instruction aligned with Common Core State Standards and Project Based Learning delivered by highly qualified personnel.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Through Common Core State Standards, our mission is to provide students with quality instruction through the implementation of the Common Core Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College credits	Minmium 3 credits per semester	All identified students will complete a minimum of three college creits per semester.		
CAASPP ICA Math	Level 3	35% will score at least level 3 on the CAASPP math tests.		
CAASPP ELA scores	Level 3	75% will score at least level 3 on the CAASPP English tests		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase student performance in Algebra 1 proficiency through the use of supplemental materials, books, software for use in math intervention classes and after school support. Through professional development and the purchase of supplemental materials, teachers will obtain the tools necessary to increase student proficiency in math.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,500	Amount	Amount

Source

Title 1

Source

Source

Budget
Reference

4300

Budget
Reference

Budget
Reference

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to purchase materials need for ELA classes. Continue to support teacher professional development as needed.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount:	Amount:
Source: S/C, Title 1	Source:	Source:
Budget Reference: 4300/4400	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 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>To provide professional development provided by the Tulare County Office of Education in Common Core State Standards for all teachers.</p> <p>Professional development in Common Core State Standards will assist teachers to increase student success in the classroom, successfully completing the CAASPP, PSAT, SAT, and ACT exams.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$7,500</p> <p>Source LCFF, S/C, Title 1</p>	<p>Amount</p> <p>Source</p>	<p>Amount</p> <p>Source</p>

Budget
Reference

5200

Budget
Reference

Budget
Reference

New

Modified

Unchanged

Goal 3

All UPHS students, including those identified by an IEP, Section 504 plan, or health service plan will be provided with academic, social, emotional, and as applicable, medical support in order to be successful at UPHS.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Students that are identified with an Individualized Education Plan or are covered under Section 504 will be supported by a credentialed school counselor and/or Licensed Vocational Nurse. The counselor and LVN will work with all teachers to ensure the accommodations are being followed and met for each student. The counselor will also facilitate all IEP and 504 plan meetings.

Students that are identified and covered under Section 504 due to medical conditions, such as diabetes, will be under the care and supervision of a certified Licensed Vocational Nurse.

Our counsellor in 2015-2016 served all students identified with an Individualized Learning Plan or Section 504 plan. The five free-reduced students -

- ‡ Had an avergae Grade Point Average of 3.338. The average GPA for all identified students was 93.65%. The average GPA for all of UPHS was 3.58.
- ‡ Had an average attendance rate of 94.64%. 0.36% below our required 95%.
- ‡ All identified students on an IEP or Section 504 Plan earned Honor Roll.
- ‡ A total of 13 college credits was completed in the Fall 2015 semester at COS.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance	Minimum 95% attendance.	All identified students will maintain a minimum attendance rate of 95%.		

College units completed	Complete at least one course each semester.	All identified students will complete at least one three unit college course each semester.		
CAASPP Level	Students will meet level 3 on the Math and ELA CAASPP test.	All identified students will meet the standards, level 3, on the CAASPP tests.		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All students who are served by an Individualised Education Plan or Section 504 plan will receive support from a certified school counsellor. This counsellor will work with teachers and staff to ensure each student's accommodations are planned for and met in the classroom. The counsellor will also facilitate all IEP and 504 meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount \$58,000
Source LCFF, S/C
Budget Reference 1200

Amount
Source
Budget Reference

Amount
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 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to employ a Licensed Vocational Nurse (LVN) at 60% to work with all students on a Section 504 plan due to medical needs, i.e. diabetes, seizures, etc. Through this action students will miss minimal class time due to medical necessity.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$30,000	Amount	Amount
Source LCFF, S/C	Source	Source
Budget Reference 2200	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 203,000

Percentage to Increase or Improve Services:

70.5 %

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](#)).

In goal #1, \$22,500 was designated to increasing student achievement in all core classes. Our school is a digital school. We use technology every day and in every class. All of our identified students had the option to check out a laptop computer for the school year. Many chose to use their own laptop. Once all identified students had a laptop checked out, we provided laptops to the remainder of our students. Goal #1 also was designed to increase student attendance and provide tutoring for students in ELA and Math. Each of our identified students was monitored by administration and teachers who then contacted parents and students if they were identified as needing extra help. It was our goal to not only place our identified students into after-school tutoring, but we also provided tutoring for all students. Considering that 72% of our identified students made the honor roll in the fall semester, and only a small number had an average attendance rate below the school wide average, UPHS ensured that all students received the assistance needed to ensure success.

In goal #2, \$22,500 was dedicated to the purchase of ELA/math materials and supplies and for professional development for staff in the area of Common Core and Project Based Learning. All fulltime core teachers participated professional development provided by the Tulare County office of Education. This included on-site visits and off-site workshops. It was planned for all full time teachers to attend professional development workshops on Project Based Learning. However, due to the amount of time teachers spent away from their classrooms, they were reluctant to be away from their students any longer. We are removing this action in 2017-2018 school year.

In goal #3, \$83,000 was dedicated to paying for a part time school counsellor whose primary task is working with our students who are on an IEP and/or Section 504 plan. Our counsellor worked with the families and the teachers to ensure all students are successful in the classroom. Our first priority was helping any identified student who had an IEP and/or 504. Due to the success of this goal, we included all students with an IEP and/or 504 so as to ensure their success as well. This action also helped our teachers to become proficient in meeting the goals and services designated for all students meeting this need.

Also in goal #3 we added a Licensed Vocational Nurse. This addition was directed at our students who has medical issues that required focused attention from a

LVN. The implementation of this goal also added a person with behavioral health experience. The LVN that was hired had both of these qualifications and was able to assist our counselors with students in crisis/. The LVN also dedicated her time above and beyond our students with medical needs to serve our entire student population.

Through the use of after-school tutoring, focused lessons in ELA/math and all core classes, our teachers were able to target the needs of our unduplicated students. In addition, this focus also enabled the remainder of our student body to receive extra help in subjects they struggled. This action proved to be beneficial because average Grade Point of our unduplicated students was 3.368. Our overall school wide average was 3.628. Our unduplicated students also completed 191 college credits in the fall semester alone. This was an average of 2.17 credits per unduplicated student with an overall school-wide average of 3.2 credits per student. This is critical due to the fact that our students are required to complete 20 college credits to graduate from our school.

We require all of our students to maintain a minimum attendance rate of 95%. This requirement helps students to understand the importance of being in class on time. Through the use of curriculum and activities we were able to direct lessons in our homeroom classes to all student stressing the importance of proper attendance. The average attendance rate for our unduplicated students was 72.73% in the fall 2016 semester with a school-wide attendance rate of 96.9% in the fall 2016 semester.

Finally, action #2 for goal #3 was added this year. Due to an increase in students with severe medical needs, it was decided to hire Licensed Vocational Nurse. The LVN that wa hired not only had experience with school aged children, they also had training and experience in behavioral health. Therefore, the new LVn not only assisted our students with medical needs but they also helped the counselling department with students who came to the office in crisis. The LVN also provided care for the general student body. This addition helped improve the attendance rate of our students with medical needs and therefore helped them improve their academic success.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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