Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
La Sierra High/TCOE	Anjelica Zermeno Administrator	azermeno@see.tcoe.org 559.733.6963

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

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

LCAP Highlights

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

La Sierra schoolwide goals address creating eliminating barriers while creating seamless transitions to institutions of higher education. La Sierra staff worked toward ensuring growth in all core academic areas (LCAP Goal 2) due to the great gaps that students come with; ensuring that they learn strategic ways to support students that are at risk. Maintaining a safe school climate (LCAP Goal 3) is an area of priority that continues to be addressed as the demographics prove that the majority of the student population requires removing barriers that keep students from learning. Lastly, ensuring students have opportunities to envision college and career (LCAP Goal 1) provides a goal and great opportunities that the students wouldn't otherwise be able to access. In this school year by addressing LCAP goals 1-3 as stated above, 3 students achieved enrollment into a California State University.

Review of Performance

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

Greatest Progress

Based on a review of performance LCAP GOAL 1, La Sierra continues to see growth in various areas such as eliminating barriers and opening the doors to post-secondary pathways. By opening doors and creating high expectations it increases other areas of improvement such as intervention and academics. Areas of improvement include a continued increase in students enrolling in college and taking the placement test. In addition, an increase of A-g college board approved courses so that students can now attain UC/CSU enrollment. We see this metric as our greatest improvement considering our students enter feeling unmotivated, choosing to give up on education due to credit deficiencies and great gaps.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on performance data LCAP Goal 3 surveys and data, indicate that 77% of students enroll credit deficient, not on track to graduate, and with barriers such as social-emotional barriers. Data and survey's indicate a continued need towards reducing truancy, discipline, and social-emotional issues for students so that academics can become a focus area. Most students come to La Sierra to make a change, attendance is an area that the staff continues to develop strategies for student attendance and tardiness. Because of the habitual truancy issues that student come to school with a great need for developing new habits of student self-motivation, interdependence, and school success. La Sierra prides itself in recognizing the barriers and developing intervention and prevention strategies that help remove barriers so that students can continue to return to the education path of success a continued work in progress for La Sierra.

DASS EIIGIBILITY STUDENT STATUS UPON ENROLLMENT 2017-18

Truant	Credit Deficient	Discipline	Foster	Homeless	Retained	Transiency
62	114	4	6	2	3	8
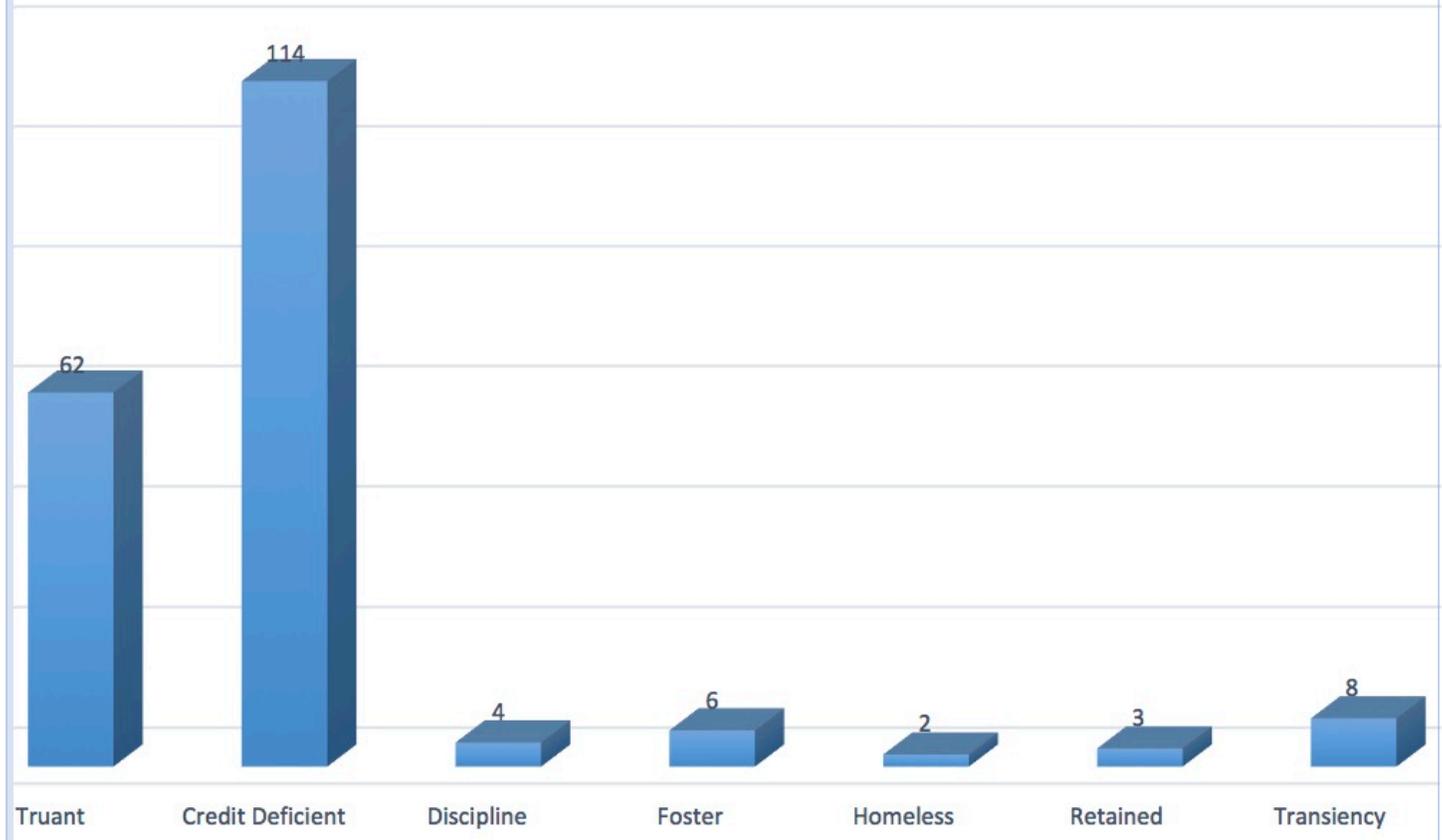
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

After a review of the state performance LCAP goal academic performance and local measures provided by the school, indicate that students enroll with great gaps in all content areas and must be a continued goal. La Sierra will continue to progress due to successful gains, it is necessary to offer the supports services addressing the whole child with their intervention/prevention plans, new curriculum in ELA, new PD for SEL learning, intervention plans, ELD, academics, and college/career ready plans. 77% enroll already failing and with great content gaps, and truancy concerns that hinder the ability to achieve content. Due to the achievement gaps students often drop out of school.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$2,750,754.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$602,651.85

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

It is necessary to ensure services for La Sierra students include services that meet the whole child's needs. In an effort to ensure services additional supports and funding are provided for the following services and programs: administrative services, business services, human resources, facility support services, special services, health services, special programs, career and technology support, and professional development. Additional funding support is provided via "Title 1 services," California

Academic Program Partnership, Career Technical Education Incentive Grant, College Readiness Grant, and Lottery.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$2,352,860.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator college enrollment **17-18** 89% **Baseline** 88%	73% college enrollment in 2018 indicates a decrease
Metric/Indicator concurrent enrollment passrate	92% of students passed their college bridge course.

	Expected	Actual
17-18 97%		
Baseline 90%		
Metric/Indicator college placement test -non remedial students direct transfer students		5 students placed in a college ready course (no remediation required at the college level)
17-18 11 (previously reported incorrectly, corrected s/b 5)		
Baseline 10 (previously reported incorrectly, corrected s/b 4)		
Metric/Indicator CAASPP EAP Test		ELA 12.5% and Math 2.6%
17-18 10%		
Baseline 5%		

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 We will add course electives which include staffing, curriculum, career readiness, job readiness, and college readiness and develop/align CTE coursework and pathways. Courses will be partnered through COS and Fresno State University, and Carpenters Union Programs.	#1 We will add course electives which include staffing, curriculum, career readiness, job readiness, and college readiness and develop/align CTE coursework and pathways. Courses will be partnered through COS and Fresno State University, and Carpenters Union Programs.	Choices Directive, staffing, 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $27,000	staffing 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
		5800: Professional/Consulting Services And Operating Expenditures LCFF 1,000.00	Not utilized 5800: Professional/Consulting Services

5800: Professional/Consulting Services And Operating Expenditures California Partnership Academies 5,000.00

And Operating Expenditures LCFF 0

Technology Contract 5800: Professional/Consulting Services And Operating Expenditures California Partnership Academies 5000.00

And Operating Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 We will improve ties to business, industry, and community as part of service and college readiness that include presentations, four-year plans, and student portfolios with teacher training.	#2 We will improve ties to business, industry, and community as part of service and college readiness that include presentations, four-year plans, and student portfolios with teacher training.	No additional cost 0	No additional cost 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 We will increase access and awareness to post secondary pathways, increase the number of A-g courses, and A-g/credit recovery through use of Edgenuity and training for teachers.	#3 We will increase access and awareness to post secondary pathways, increase the number of A-g courses, and A-g/credit recovery through use of Edgenuity and training for teachers.	Edgenuity Courses 5800: Professional/Consulting Services And Operating Expenditures Lottery 4814.87	Edgenuity 5800: Professional/Consulting Services And Operating Expenditures Lottery 9250.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4 We will increase access to interactive technology and education to ensure students and	#4 We will increase access to interactive technology and education to ensure students and	Technology support contract 5800: Professional/Consulting Services And Operating	technology support contract 5800: Professional/Consulting Services And Operating

teachers will have the skills that allow students to be ready for real world application/CCSS through the use of Google docs, digital literacy courses/staffing. This includes training in google docs., applications and software for staff.	teachers will have the skills that allow students to be ready for real world application/CCSS through the use of Google docs, digital literacy courses/staffing. This includes training in google docs., applications and software for staff. .	Expenditures Supplemental and Concentration $20,000.00	Expenditures Supplemental and Concentration

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#5 We will ensure classrooms are equipped with current technology including student access to interactive electronics for 21st century learning skills.	#5 We will ensure classrooms are equipped with current technology including student access to interactive electronics for 21st century learning skills.	Technology hardware 4000-4999: Books And Supplies LCFF $19,210.13	Technology hardware 4000-4999: Books And Supplies LCFF $13,543.78

Analysis

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

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

In an effort to help develop college ready students we increased opportunities for students to take certifications and CTE pathways via online courses. We also increased the number of A-g courses offered through the college board. We revised the way ELA and Math Consultants work with teachers providing lesson study weekly to model strategies for all instructors. We found an increase in student engagement and found that teachers need more support with ELA and math curriculum which will be purchased in 2018-19. Overall, we met the goal and action services as projected but would like to continue to increase the ELA and math area.

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

The Leadership team reviewed the overall effectiveness of their actions and have since developed ways to drill down and collect engagement strategies for the upcoming school year. New curriculum for math and ELA will be purchased to ensure fidelity to the CCSS in an effort to increase ELA and math scores and continue with online course offerings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 goal 3 displays an $4,430.00 increase due to a need for additional licenses and curriculum for students to access A-g course level curriculum. An additional $20,000 was spent on technology due to increased enrollment and replacements of old hardware.

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.

Overall, there were no changes to the actions, only changes to how we measure. As the dashboard continues to evolve, our metrics need to match. There was a change to Action 1 goal 3 displays an $4,430.00 increase due to a need for additional licenses and curriculum for students to access A-g course level curriculum.

Annual Update

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

Goal 2

Improve academic achievement in all core areas including ELD.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELA Proficiency State Assessment **17-18** 27% proficient **Baseline** 20% proficient (previously submitted incorrectly s/be 5%)	6.37% met standard, increased
Metric/Indicator Math Proficiency State Assessment **17-18** 10% proficient	1.80% met standard, decreased

	Expected	Actual
Baseline 5% proficient		
Metric/Indicator Local Writing Assessments		29% met standard, increased
17-18 24% proficient **Baseline** 19% Proficient		

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Use of data systems and SIS to ensure access for data-driven instruction, team analysis, and adjustment of instruction through the use of Pathways, Google, and Staff Training.	#1 Use of data systems and SIS to ensure access for data-driven instruction, team analysis, and adjustment of instruction through the use of Pathways, Google, and Staff Training.	Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5965.00	Pathways 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5850.00
		5800: Professional/Consulting Services And Operating Expenditures LCFF 46,912.00	None utilized 0
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration 291077.00	Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 226506.63

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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

		ERS Contract 5800: Professional/Consulting Services And Operating Expenditures Title I 30,000.00	ERS Contract 5800: Professional/Consulting Services And Operating Expenditures Title I $30,000.00
			Sub time for PD 1000-1999: Certificated Personnel Salaries LCFF 0
		4000-4999: Books And Supplies Lottery 3,072.00	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Provide academic prevention, intervention, and remediation courses, staffing beyond the regular school day. This includes curriculum and digital learning.	#3 Provide academic prevention, intervention, and remediation courses, staffing beyond the regular school day. This includes curriculum and digital learning.		
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0	not utilized 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
		5700-5799: Transfers Of Direct Costs After School Education and Safety (ASES) 3,000.00	ASES match 5700-5799: Transfers Of Direct Costs LCFF 3,000.00

Analysis

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

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

Overall we implemented all the actions/services which include data systems, profession development and intervention/prevention to achieve the goal. After continued data anallysis, and inquiry the staff determined that we will need to continue with the same actions as unfortunately, findings indicate a need for more targeted and strategic level of monitoring implementation will be required for ELA and mathematics.

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

The actions were effective, however data was collected regarding implementations levels from professional development. Findings indicate a need for more implementation monitoring and support is necessary. The team also felt that more targeted focus regarding professional development in ELA/Math is necessary as well as new curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase to professional development for sub costs. Curriculum will be purchased in 2018-19 due to high cost.

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.

Overall we implemented all the actions/services to achieve the goal. Actions have not changed. As the accountability dashboard evolves we are moving towards alignment of the new accountability system. Unfortunately, data indicates a need for more targeted implementation for ELA and mathematics. Due to the large transit population it is extremely hard to measure growth from year to year.The actions were effective, however data was collected regarding implementations levels from professional development. Findings indicate a need for more support and PD in curriculum and instruction. There was an increase to professional development for sub costs. Curriculum will be purchased in 2018-19 due to high cost.

Annual Update

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

Goal 3

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

State and/or Local Priorities addressed by this goal:	
State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Drop out Rate **17-18** 9% **Baseline** 10.2%	NA for ASAM Schools
Metric/Indicator Graduation Rate **17-18** 86%	94.1% an 8.7% increase

	Expected	Actual
Metric/Indicator Truancy Rate **17-18** 14% **Baseline** 15% **Baseline** 85.4%		12.2% a 1.8% decrease
Metric/Indicator Suspension Rate **17-18** 25% (reported incorrectly s/be 16.3%) **Baseline** 26% (reported incorrectly s/be 16.3%)		14.5% decreased by 10.5%
Metric/Indicator Counselor Referral Data **17-18** 350 (reported incorrectly s/be 530) **Baseline** 351 (reported incorrectly s/be 529)		410 decreased number of referrals for SEL
Metric/Indicator Chronic Absenteeism **17-18** 10.6% **Baseline** 10.6%		Not yet posted

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Provide social/emotional prevention, intervention, and remediation above and beyond the regular school day by providing skills in student leadership, team building, community service, clubs, outreach, courses in conflict resolution, SPRIGEO, problem-solving, peer mediation, health services, community services and counseling services.	#1 Provide social/emotional prevention, intervention, and remediation above and beyond the regular school day by providing skills in student leadership, team building, community service, clubs, outreach, courses in conflict resolution, SPRIGEO, problem-solving, peer mediation, health services, community services and counseling services.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 $395.00	Sprigeo 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $395.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Increase and monitor methods of communications, participation and program awareness for all stakeholders with the utilization of blackboard, remind me, US mail , and parent education meetings.	#2 Increase and monitor methods of communications, participation and program awareness for all stakeholders with the utilization of blackboard, remind me, US mail , and parent education meetings.	5900: Communications LCFF $9,273.85	Internet/phone and postage 5900: Communications LCFF $7399.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Increase pupil attendances ADA rates, enrollment rates, truancy rates, suspension, and discipline rates through the use of positive recruitment, truant officer, attendance monitor, and pathways. A SART team has been developed for the upcoming school year.	#3 Increase pupil attendances ADA rates, enrollment rates, truancy rates, suspension, and discipline rates through the use of positive recruitment, truant officer, attendance monitor, and pathways. A SART team has been developed for the upcoming school year.	7000-7439: Other Outgo LCFF 8,207.00	Social Worker 7000-7439: Other Outgo LCFF $7955.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain basic facilities, staffing, ensure operations include basic facility/safety improvements as addressed by the FIT plan	Maintain basic facilities, staffing, ensure operations include basic facility/safety improvements as addressed by the FIT plan	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $166,461.00	not utilized 0
		PA System 5900: Communications LCFF $7711.94	Safety systems 5000-5999: Services And Other Operating Expenditures LCFF $4087.90

Analysis

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

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

Overall La Sierra implemented and moved closer to their goals and actions evidenced by the decrease in accountability rates. An increase of services for intervention/prevention courses and staffing were utilized to increase social/emotional learning, drug intervention/counseling, education and communication for parents, and more safety hardware for the school which in turn removed barriers for students.

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

The actions and services helped to effectively increase support for students while achieving gains in each action.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds were not utilized as projected from S/C dollars.   All other actual projections were met just below projected amount.

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.

Overall, actions went unchanged. As the dashboard continues to evolve La Sierra is working to align their measurements to match the new accountability system in ways that will provide more ways to help students reach success. While we achieved the goals we

set, we want to continue our goals by increasing services for students with regards to drilling down deeper into finding more clear ways to monitor student learning and growth. Support systems would include more engagement and awards to build relationships and motivation.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Parent Advisory, English Learner Parent Subcommittee, special services, student leadership, school personnel, CTA representatives and school leadership reviewed annual schoolwide data and survey data, including the LCAP from the prior year. The group gathered data in January and met again in February to review survey data and budget data. Together the team discussed and reviewed the data in relation to school finance and the 8 priorities. Collaboration and discussion was held to determine the upcoming plans for the year. In March the data was reviewed once again with the team to finalize upcoming school year goals and actions.

Impact on LCAP and Annual Update

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

After consideration and review of the LCAP goals, schoolwide data, and surveys the faculty, parents and student groups determined that the goals and actions should remain the same with more strategic monitoring of actions and implementation levels.

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.

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:
    Priority 1: Basic (Conditions of Learning)
    Priority 2: State Standards (Conditions of Learning)
    Priority 3: Parental Involvement (Engagement)
    Priority 4: Pupil Achievement (Pupil Outcomes)
    Priority 5: Pupil Engagement (Engagement)
    Priority 6: School Climate (Engagement)
    Priority 7: Course Access (Conditions of Learning)
    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

77% of students enrolling in La Sierra are credit deficient due to previous course failures. It is necessary to continue working towards closing the achievement gaps, increasing motivation and eliminating barriers that keep students from dropping out of school. Data (see LCAP Goal 3) indicates that students enrolling are more concerned with life barriers and survival over education and their future.
A. Increase college/career course access and equity for students and number of students entering a college
B. Increase awareness of college and career programs for students and parents
C. Increase number of students in CTE pathways
D. Increase the number of students entering into a CSU/UC
E. Increase the pass rate for students taking certification courses
F. Increase SEL and desire to seek academia and college

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
college enrollment	88%	89%	90%	91%
concurrent college enrollment passrate	96%	97%	98%	99%
college placement test - non remedial students	10	11	12	13
CAASPP EAP Test	5%	10%	15%	20%
number of students in CTE courses	67	68	69	70
number of students entering UC/CSU	3	4	5	6
pass rate certification course	90%	91	92	93

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools

Actions/Services

	2017-18	2018-19	2019-20
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1 We will add course electives which include staffing, curriculum, career readiness, job readiness,college readiness and develop/align CTE coursework and pathways. Courses will be partnered through COS and Fresno State University, and Carpenters Union Programs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,000.00	$9250.00	
Source	Supplemental and Concentration	Lottery	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Edgenuity Curriculum and online courses	

Amount	1,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

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

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

OR

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2 We will improve ties to business, industry, and community as part of service and college readiness that include		

Amount	375,216.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Staffing for CTE and Concurrent Courses & Electives

Amount	$5000.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SEL Staff training and curriculum

presentations, four-year plans, and student portfolios with teacher training.

Budgeted Expenditures

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

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
#3 We will increase access and awareness to postsecondary pathways, increase the number of A-g courses for college enrollment, and A-g/credit recovery through use of Edgenuity and training for teachers.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	4814.87	$5000.00	
Source	Lottery	LCFF	
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries Sub cost for PD	

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

OR

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

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

[Add Location(s) selection here]

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

Schoolwide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#4 We will increase access to interactive technology and education to ensure students and teachers will have the skills that allow students to be ready for real		

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$2000.00	
Source	Supplemental and Concentration	Title I	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures no additional cost	1000-1999: Certificated Personnel Salaries Sub cost for PD	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,210.13	$20,000	
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Tv replacements, chrome books replacements and new carts/chromebooks.	0

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Improve academic achievement in all core areas including ELD.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 3: Parental Involvement (Engagement)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

77% of students enroll in La Sierra credit deficient due to previous course failures. It is necessary to continue working towards closing the achievement gaps and eliminating barriers that keep students from dropping out of school. Data (see LCAP Goal 3) indicates that students enrolling are more concerned with life barriers and survival over education and their future. Filling great gaps is key, starting with removing barriers meanwhile working to close the great gaps is our goal. Often times our population is extremley transient with only 12% of students continously enrolled for 2-3 years. Leaving state data unclear.

1. students will increase growth on state assessments
2. students will increase growth on local benchmark assessments
3. Writing assessments Cohort writing
4. EL Reclassifications and ELPAC student growth

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Proficiency State Assessment	5% scoring proficient	6.37% met standard, increased	10%	15%
Math Proficiency State Assessment	5% scoring proficient	1.80% met standard, decreased	5%	10%
Local Writing Assessments	19% scoring Proficient	29% met/exceeded standard	30%	35%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1 Use of data systems and SIS to ensure access for data-driven instruction, team analysis, and adjustment of instruction through the use of Pathways, Google, and Staff Training.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	$5965.00	$4000.00	
Source	LCFF	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures OTUS Data systems	
Amount	46,912.00	46,912.00	
Source	LCFF	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries staffing	
Budget Reference			

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

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

All Schools

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		
#2 Provide comprehensive and ongoing professional development, coaching opportunities, core/intervention curriculum, sub. time, and collaboration time learning content standards and EL instruction in all core areas.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000.00	30,000.00	
Source	Title I	Title I	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Consultants ELA and Math w/ELD	
Amount	3072.00	$9500.00	
Source	Lottery	Lottery	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies New ELA Curriculum 7-12 and Social Studies JH	

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3 Provide academic prevention, intervention, and remediation courses, staffing beyond the regular school day. This includes curriculum and digital learning.		

Budgeted Expenditures

	Year	2017-18	2018-19	2019-20
Amount			$27,000	
Source			After School Education and Safety (ASES)	
Budget Reference			5700-5799: Transfers Of Direct Costs After school program	

Amount	3,000.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs Match ASES
Amount	$40,000.00
Source	Title I
Budget Reference	Salaries & Benefits Advanced Academy intstructors

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

DASS data indicates that 77% of students that enroll at La Sierra have credits to recover, are faced with life barriers, and do not feel physically and emotionally safe and are not on track to graduate. Many students come to La Sierra feeling hopeless and with great learning gaps.

1. 40% of students do not feel physically/emotionally safe
2. 25% of parents and students feel communication can be improved
3. Improve ADA and Truancy Rates
4. Improve suspension and discipline rates
5. Improve dropout/graduation rates
6. 21% of students have considered suicide
7. 41% of students don't feel they can change their level of intelligence

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Drop out Rate	10.2%	9%	8%	7%
Graduation Rate	85.4%	94.1	95%	96%
Truancy Rate	15%	14% (previous error-corrected s/be 12.2)	11%	10%
Suspension Rate	26% (previous corrected s/be 14.3%)	25% (previous error-corrected s/be 13%)	12%	11%
Counselor Referral Data	351 (previous error corrected s/be 530)	350 (previous error-corrected s/be 412 SEL referrals	400 SEL referrals	380 SEL referrals

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Foster Youth	Low Income

Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		
Amount		$2500.00	
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies Curriculum SEL	

Amount	2500.00	
Source	Supplemental and Concentration	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD for SEL	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]	
	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
	[Add Scope of Services selection here]
	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2 Increase and monitor methods of communications, participation and program awareness for all stakeholders with the utilization of blackboard, remind me, US mail , and parent education meetings.		

Budgeted Expenditures

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

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	[Add Location(s) selection here]

OR

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3 Increase pupil attendances ADA rates, enrollment rates, truancy rates, suspension, and discipline rates through the use of positive recruitment, truant officer, attendance monitor, and pathways.		

A SART team has been developed for the upcoming school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	8,207.00	6000.00	
Source	LCFF	Supplemental and Concentration	
Budget Reference	7000-7439: Other Outgo School Pathways	5000-5999: Services And Other Operating Expenditures School Pathways	

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain basic facilities, staffing, ensure operations include basic facility/safety		

improvements as addressed by the FIT plan

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year			
Amount	$166,461.00	$5500.00	
Source	Supplemental and Concentration	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Building repairs, PAs, Radios gate repairs	
Amount	$7711.94		
Source	LCFF		
Budget Reference	5900: Communications		

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$425,535.00	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

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

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

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

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

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

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

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

Scope of Service
For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:
- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source

Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	628,704.79	332,987.31	334,627.79	602,651.85	0.00	937,279.64
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
California Partnership Academies	3,000.00	0.00	0.00	27,000.00	0.00	27,000.00
LCFF	5,000.00	5,000.00	5,000.00	0.00	0.00	5,000.00
Lottery	92,314.92	35,985.68	98,279.92	42,773.85	0.00	141,053.77
Supplemental and Concentration	7,886.87	9,250.00	7,886.87	18,750.00	0.00	26,636.87
Title I	490,503.00	252,751.63	193,461.00	442,128.00	0.00	635,589.00
	30,000.00	30,000.00	30,000.00	72,000.00	0.00	102,000.00

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

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	628,704.79	332,987.31	334,627.79	602,651.85	0.00	937,279.64
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	291,077.00	226,506.63	52,877.00	429,128.00	0.00	482,005.00
4000-4999: Books And Supplies	22,282.13	13,543.78	27,097.00	32,000.00	0.00	59,097.00
5000-5999: Services And Other Operating Expenditures	166,461.00	4,087.90	166,461.00	11,500.00	0.00	177,961.00
5700-5799: Transfers Of Direct Costs	3,000.00	3,000.00	0.00	30,000.00	0.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	120,691.87	70,495.00	63,000.00	50,750.00	0.00	113,750.00
5900: Communications	16,985.79	7,399.00	16,985.79	9,273.85	0.00	26,259.64
7000-7439: Other Outgo	8,207.00	7,955.00	8,207.00	0.00	0.00	8,207.00
Salaries & Benefits	0.00	0.00	0.00	40,000.00	0.00	40,000.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	628,704.79	332,987.31	334,627.79	602,651.85	0.00	937,279.64
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	291,077.00	226,506.63	0.00	422,128.00	0.00	422,128.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	52,877.00	5,000.00	0.00	57,877.00
4000-4999: Books And Supplies	LCFF	19,210.13	13,543.78	19,210.13	20,000.00	0.00	39,210.13
4000-4999: Books And Supplies	Lottery	3,072.00	0.00	7,886.87	9,500.00	0.00	17,386.87
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	2,500.00	0.00	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	4,087.90	0.00	5,500.00	0.00	5,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	166,461.00	0.00	166,461.00	6,000.00	0.00	172,461.00
5700-5799: Transfers Of Direct Costs	After School Education and Safety (ASES)	3,000.00	0.00	0.00	27,000.00	0.00	27,000.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	3,000.00	0.00	3,000.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	California Partnership Academies	5,000.00	5,000.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	47,912.00	0.00	1,000.00	0.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	4,814.87	9,250.00	0.00	9,250.00	0.00	9,250.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	32,965.00	26,245.00	27,000.00	11,500.00	0.00	38,500.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00	30,000.00	30,000.00	30,000.00	0.00	60,000.00
5900: Communications	LCFF	16,985.79	7,399.00	16,985.79	9,273.85	0.00	26,259.64
7000-7439: Other Outgo	LCFF	8,207.00	7,955.00	8,207.00	0.00	0.00	8,207.00
Salaries & Benefits	Title I	0.00	0.00	0.00	40,000.00	0.00	40,000.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	57,025.00	47,793.78	57,025.00	416,466.00	0.00	473,491.00
Goal 2	380,026.00	265,356.63	85,949.00	160,412.00	0.00	246,361.00
Goal 3	191,653.79	19,836.90	191,653.79	25,773.85	0.00	217,427.64

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