

# 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
Accelerated Charter High School	Wendi Powell, Principal	Wendi.powell@tulare.k12.ca.ua

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving over 5,500 students within our three comprehensive high schools, alternative education programs and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, comprised of 72% socio- economically disadvantaged students and 10% English language learners. Accelerated Charter High School (ACHS) is an alternative program comprised of approximately 155 students ranging from grades 10-12. ACHS diverse population is comprised of 86% socio-economically disadvantaged and 31% English language learners and 1.3% foster youth. ACHS core content is standards-based and school board adopted, English is aligned to the Common Core State Standards, and the math program has transitioned to a curriculum that is aligned to the Common Core State Standards (College Preparatory Math). In addition, all English, math, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2016-2017 and 2017-2018 school years. ELA teachers have developed Common Core State Standard units and have implemented them into their curriculum. A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair. ACHS has an active School Site Council, as well as other parent groups such as English Language Advisory Committee (ELAC) and Parent Institute for Quality Education (PIQE) which is provided at each comprehensive site. The CAASPP

scores from 2016-2017 indicated that 4% of our students met or exceeded the standards while 19% Nearly met the standard in English Language Arts, and zero met the standard in Mathematics, while 6% nearly met the standard. The ACHS 2016-2017 attendance rate was 85% while our graduation rate was 76%. Accelerated Charter High School and the Tulare Joint Union High School District has used the LCAP process to identify areas of needed improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English- language learners (EL) and Foster youth (FY).

## LCAP Highlights

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

In this year's LCAP, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Based on stakeholder input, we have made changes to our metrics in order to be able to better identify our district's strengths and needs.

## 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

Our greatest progress as evidenced by the indicators is our graduation rate, as our district's overall performance in this category is green. Even though the Dashboard data is from 2014-2015, our 2015-2016 graduation rate continues to show improvement, with an increase in our rate from 85% to 88% with the 2016-2017 school year our data is sure to improve once again with 62 graduates from Accelerated Charter High School. We plan on continuing to support this area through providing a cohesive professional development plan for our staff, as well as continuing to offer support classes for our students, and opportunities for credit recovery through Accelerated Charter High School.

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 the data, our greatest area of need is meeting and/or exceeding CASSPP Math. Currently zero percent met and/or exceeded in the 2016-2017 school year. We plan on continued support in this area through providing cohesive professional development for our staff and students by focusing

on the pillar standards and backwards mapping in our curriculum to support standard base lessons, formative, and summative assessments. We will also continue to focus on actions that have a positive impact on improving student behavior. This includes continuing to support PBIS at all of our sites, as well as providing additional interventions to support students with high risk behaviors that cause distraction within the learning environment, whether it be home and/or school situations. Our goal is to implement a Campus Life SSIP coach full time at ACHS to support students with these high risk behaviors, rather than the current three days per week, specifically with gang affiliation. We will also be provide additional counseling for students who need additional support by adding a school psychologist four times a week, rather than one. Additionally, we will be providing training to our staff on how to build connections with students which will improve the learning environment.

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

Our performance gap area is also our suspension indicator. Our suspension rate is currently 21.5%. Our plan for 2018-2019, will be to continue to focus on actions that have a positive impact on improving student behavior. This includes continuing to support PBIS at our site, as well as providing additional interventions to support students with high risk behaviors. . Our goal is to implement a Campus Life SSIP coach full time at ACHS to support students with these high risk behaviors, rather than the current three days per week, specifically with gang affiliation. We will also be provide additional counseling for students who need additional support by adding a school psychologist four times a week, rather than one. Additionally, we will be providing training to our staff on how to build connections with students which will improve the learning environment.

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

See LCAP Highlights

## 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

\$ 69,196,494

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

\$ 330,617.00

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

The General Fund Budget Expenditures not included in our LCAP is as follows:

- Facilities
- Maintenance
- Utilities
- Transportation
- Classified staff
- Certificated staff
- Capital Outlay
- Repairs
- Supplies

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 1,509,865

# Annual Update

LCAP Year Reviewed: 2018–19

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 student will graduate college and career ready.

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 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Metric/Indicator: **Passing rate of C or better in ELA courses based on semester grades**

17-18

**84%**

Baseline

84.9%

Expected

Actual

82%

Metric/Indicator: Passing rate with a C or better in Mathematics courses based on semester grades

17-18

74%

Baseline

72%

71.4%

Metric/Indicator

Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)

17-18

31%

Baseline

4%

4%

Metric/Indicator

Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)

17-18

8%

Baseline

0%

0%

Metric/Indicator

Passing rate of C or better in Science courses based on semester grades

17-18: 86%

85%

Expected

Actual

Baseline: 85%

Metric/Indicator

Passing rate of a C or better in Social Studies courses based on semester grades

17-18: 97%

Baseline

96%

97%

Metric/Indicator

Students enrolled in CTE courses

17-18

50% enrolled

Baseline

145/360 (40%)

125/232 (53%)

Metric/Indicator

Special Ed students enrolled in CTE courses

17-18

35% enrolled

Baseline

4/12 (33%)

5/9 (56%)

Metric/Indicator

Graduation rate

17-18

78%

Baseline

76% (2016-2017 Data, official rate will be released in June)

76% (Official rate to be released in June)

Metric/Indicator

18% (Official rate to be released in June)

Expected

Actual

<p>Dropout Rate 17-18 15% Baseline 18% (2016-2017 Data, official rate will be released in June)</p>	
<p>Metric/Indicator Subjects using state adopted materials 17-18 100% Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator Implementation of academic content and performance standards 17-18 100% Baseline 100%</p>	<p>100%</p>

### 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
<p>#1 Provide PLC/PD release, as well as, instructional pounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being</p>	<p>#1 Provide PLC/PD release, as well as, instructional pounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being</p>	<p>1000-1999: Certificated Salaries LCFF \$1930</p>	<p>1000-1999: Certificated Salaries LCFF \$730</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
college and career ready.	college and career ready.		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the materials they need to develop skills necessary to be college and career ready.	#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the materials they need to develop skills necessary to be college and career ready.	43000: Materials and Supplies LCFF \$3000	43000: Materials and Supplies LCFF \$0

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.	#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.	1000-1999: Certificated Salaries LCFF \$116,020	1000-1999: Certificated Salaries LCFF \$108,871

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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## Analysis

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

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

The actions included in Goal 1 aim at supporting all of our students to be college and career ready. This goal specifically includes providing continued professional development to our teachers in the area of common core standards, next generation science standards, and technology. The common core emphasis includes supporting all of our teachers with specific literacy strategies geared at emphasizing reading and writing skills in all courses. Teachers were also provided with time to collaborate in their teams and address how to better meet the needs of their students during PLC's and RTI. Strengthening the mathematics performance of our students is also included in this goal through providing math support classes and a math tutoring lab during RTI. This goal also includes actions that provide students with the opportunity to recover credits through classes offered during the nine week sessions, during winter intercession and summer school. Which will be monitored by the school counselor. Students were also provided with opportunities to prepare them for college and a career through the Expository Reading and Writing course, CTE courses, and college courses. Data managements systems were also supported through this goal and allow teachers and administrators to disaggregate student learning data.

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

Our metrics indicate that we have been making progress towards all students being college and career ready. Even though in some areas we experienced a slight decrease in the percentage of students earning a C or better in the core subject areas and in the percentage of students scoring at meets or exceeds on the CAASPP. The percentage of students enrolled in CTE exceeded. We also had a district increase in the graduation rate with the support Accelerated Charter High School. Our district experienced a significant

increase in our graduation rate from 87% to 92.2% and a significant decrease in our dropout rate from 10% to 6.6%. Although our dropout rate was higher than the district, we graduated 76% of our students who were not on track at the beginning of the 2016-2017 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our district had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:

Action 1- Budgeted \$1903, spent \$730 due to the fact that district covered some PD/PLC expenditures rather than the ACHS LCAP

Action 2- Budgeted \$3000, spent \$0, due to the fact that district covered the standards based curriculum, professional development and materials needed within the classroom

Action 3- Budgeted and covered expenditure for the counseling position at ACHS

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.

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal. Additionally based on the metrics for 2018-2019 and 2019-2020, we will add an additional action item to support our Career Technical Education department and hire an additional .67 instructor to support both CTE and at-risk students towards being college and career ready.

## Annual Update

**LCAP Year Reviewed: 2018–19**

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

### Goal 2

All English Learners will improve their English Language Acquisition and Achievement

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 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Metric/Indicator: Percentage of students scoring proficient or above on the CELDT

17-18

77%

Baseline

75%

62.2%

Metric/Indicator: Number of students reclassified as English Proficient

17-18

64%

Baseline

62%

53%

Metric/Indicator

Passing rate of 70% or above for English Learners in Mathematics courses based on semester grades.

17-18

74.4%

Expected

Actual

<p>76% Baseline 74%</p>	
<p>Metric/Indicator Passing rate of 70%or above for English Learners in Science courses based on semester grades. 17-18 87% Baseline 86%</p>	<p>90.6%</p>
<p>Metric/Indicator Passing rate of 70%or above for English Learners in Social Science courses based on semester grades. 17-18 87% Baseline 86%</p>	<p>96%</p>
<p>Metric/Indicator Graduation rate for English Learners 17-18 91.7% Baseline (2016-2017 Data, official rate will be released in June)</p>	<p>91.7% (Official rate to be released in June)</p>
<p>Metric/Indicator Dropout Rate for English Learners 17-18 4.2%</p>	<p>4.2% (Official rate to be released in June)</p>

Expected

Actual

Baseline  
(2016-2017 Data, official rate will be released in June)

### 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 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.	#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.	1000-1999: Certificated Salaries LCFF \$28,410	1000-1999: Certificated Salaries LCFF \$23,520

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science	#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science	1000-1999: Certificated Salaries LCFF \$2570	1000-1999: Certificated Salaries LCFF \$2570

## Analysis

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

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

The actions included in Goal 2 support our English Learners in the acquisition of the English Language. This goal specifically includes providing professional development in the area of the English Language Development standards to our teachers, as well as provide them with strategies to support their English Learners. This goal also includes providing courses in the master schedule to support English Learners with the acquisition of the English Language and adding an ELD coordinator at the District level. All of these actions were implemented as planned.

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

Our metrics indicate that we have been making progress towards the acquisition of the English Language by our English Learners. This was indicated in the percentage of EL students passing their core courses with a C or better. Our other metrics indicate growth in CELDT and reclassification with 75% of students scoring proficient or above. We had a large percentage of EL students graduating with a 92% graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our district had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:

Action 1- Budgeted \$28410, spent \$23520 due to the salary scale of Tulare Joint Union High School District.

Action 2- Budgeted \$2570, spent \$2570, embedding ELD standards and instructional support within the classroom for EL students.

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

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal. However, based on the actual outcomes, the metrics for 2018-2019 and 2019-2020, have been adjusted. The budget has also been adjusted to be in alignment with the projected actual expenditures.

# Annual Update

LCAP Year Reviewed: 2018–19

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

All students will be part of a positive learning environment where they felt welcomed, valued, safe, and engaged as a part of a 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 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

Metric/Indicator: Pupil to counselor ratio

17-18

160:1

Baseline

160:1

122:1

Metric/Indicator: Attendance Rate

17-18

94%

Expected

Actual

87%  
Baseline  
85%

Metric/Indicator: Number of suspensions  
17-18  
75  
Baseline  
83 21.5%

46

Metric/Indicator: Number of expulsions  
17-18  
8  
Baseline  
10 4.6%

4

Metric/Indicator  
Positive Behavior Intervention System Status  
17-18  
Silver Status  
Baseline  
Applied for Bronze

Silver Status (Applied for Platinum)

Metric/Indicator  
Provide mental health services to students through district  
approved organizations.  
17-18  
172/210 Students supported  
Baseline

172/210 81%

## 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 Continue to provide a principal's secretary that will create a positive welcoming environment where students feel valued and safe.	#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students feel valued and safe.	2000-2999: Classified Salaries LCFF \$63,530	2000-2999: Classified Salaries LCFF \$64,051

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every six weeks, as well as provide families with information on community programs and school related support services.	#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every six weeks, as well as provide families with information on community programs and school related support services.	1000-1999: Certificated Salaries LCFF \$2570	1000-1999: Certificated Salaries LCFF \$2570

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Fund a part-time community liaison to assist with student support services and attendance	#3 Fund a part-time community liaison to assist with student support services and attendance	Title 1: 17,690	Title 1: 17,690

## Analysis

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

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

The actions Goal 3 support our school sites in creating a positive learning environment, where all students feel welcomed, safe and engaged. Through this goal, we specifically provided services at our sites that support the well-being of our students. These services included the addition of a .50 FTE counselor at all sites, addition of two psychologists, an Attendance Officer, a LVN, SSIP coaches, as well as mental health services, drug testing of athletes and incentives to support PBIS. Through this goal we also increased the student services at Tech Prep High School. This included hiring a Behavior Specialist Counselor and implementing Project Grad. Another area of emphasis in this goal is parent communication. Actions that supported this area of the goal, included the Parent Institute for Quality Education Program for our parents, reaching out to parents to attend parent advisory committees and also using a variety of communication tools with our parents, such as Parent Link.

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

Our metrics indicate that we have been making progress towards fostering a positive learning environment. The student and parent surveys indicate that students feel a sense of belonging at ACHS. Our suspension and expulsion metrics continue to indicate that our sites need to continue to develop interventions to support students who are experiencing behavior challenges. However, our attendance rates continue to increase demonstrating that our students want to come to school. During our first year of implementation of our Positive Behavior Intervention System we should have placed in the beginning status of bronze, however our school and survey data placed us pass bronze and into the silver status range. Showing an improvement in year one.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our district had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:  
Action 1- Budgeted \$63,530, spent \$64,051 due to the Tulare Joint Union High School salary scale.

Action 2- Budgeted \$2570, spent \$2570, spent all funds on PBIS incentives for students and was in need of more funding therefore we will increase this amount for student's incentives for next year.

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

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal. The community liaison was moved to Title 1 funding rather than LCAP. However, based on the actual outcomes, the metrics for 2018-2019 and 2019-2020, have been adjusted. The budget has also been adjusted to be in alignment with the projected actual expenditures.

# 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?

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions. LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members. Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval. Board of Trustees reviews LCAP goals and impact on multi-year projections. Our Budget Advisory Committee also meets on a regular basis to provide input on our LCAP goals, actions and metrics. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The committee also reviewed the stakeholder surveys to have an understanding of specific feedback from students, parents, staff and community members. Changes were made to the LCAP goals and metrics based on the input shared at the BAC. One of the changes included changing our metric for goal 1 from students passing courses with a D or better to a C or better. The changes made to our LCAP are reflective of the input provided by our stakeholders.

Meeting Dates: BAC – 10/3/17, 11/28/17, 1/23/18, 4/3/18, 5/22/18

CSEA – 8/24/17 (A CSEA member is also a representative to our BAC meetings) CTA – 5/18/18, 5/23/18 (A CTA member is also a representative to our BAC meetings)

Cabinet/Principals' Meetings – 8/17/17, 8/29/17, 10/5/17, 10/19/17, 11/2/17, 11/15/17, 1/8/18, 2/15/18, 3/13/18, 4/19/18, 5/17/18

Board of Trustees – 10/19/17, 11/16/17, 2/1/18, 2/15/18, 5/17/18, 6/5/18, 6/21/18

School Services of California May Revise – 5/21/18, attended by CTA, CSEA and district staff

Accelerated Charter High School

- Site Advisory – February 8, 2018
- School Site Council – February 7, 2018

Tulare Joint Union High School District

• Migrant PAC Meeting – March 13, 2018

## Impact on LCAP and Annual Update

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

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly information was also shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Feedback in the form of surveys, as well as suggestions from the face to face meetings with the various stakeholders at the meetings listed above resulted in actions with accompanied funding, including staffing considerations, were drafted into the LCAP. Need for additional staffing considerations were drafted into the LCAP. Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups. Between October 3, 2017 and April 3, 2018, feedback was solicited from each stakeholder group. From April 3– May 22, revisions and edits to the next 3-year plan were made. On May 22nd, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate.

Based on the feedback from our stakeholder meetings, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Our stakeholder's also suggested changes to our metrics in order to be able to better identify our district's strengths and needs. One of these changes is monitoring the percentage of students with a C or better in English, mathematics, history and science versus a D or better. We have also added an ELD coordinator position to support our teachers in meeting the needs of our English Learners at ACHS.

# 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 1

All students will be college and career ready.

### 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 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Although our data shows growth in our course passing rate, graduation rate, and CTE courses, there is still a continuing need to support our students to be college and career ready. This includes continuing to support our students, so that they are able to demonstrate proficiency in English and Mathematics. We also need to continue to support our students in science, so that they are able

to think like scientists. It is also important to continue to challenge our students through enrollment in career technical education courses.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in ELA courses	82%	84% (Actual 84.9%)	86%	88%
Passing rate of C or better in Mathematics courses	72%	74% (Actual 4%)	76%	78%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	31% (Actual 4%)	57%	60%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student	Baseline year	8% (Actual 0%)	27%	29%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Performance and Progress(CAASP P)				
Passing rate of C or better in Science courses	85%	86% (Actual 85%)	87%	88%
Passing rate of C or better in Social Science courses	96%	86% (Actual 85%)	87%	88%
Students enrolled in CTE courses	145/360 (40%)	147 (Actual 125/232 53%)	150	152
Special Ed students enrolled in CTE courses	4/12 33%	35% (Actual 5/9 56%)	38%	40%
English EAP Rates	4%	6% (Actual 0%)	8%	10%
Math EAP Rates	0	4% (Actual 0%)	6%	8%
Graduation Rate	Baseline	10% (Actual 18%, official 2016-2017 rate will be released in June)	38%	40%
Dropout Rate	Baseline	10% (Actual 18%, official	38%	40%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		2016-2017 rate will be released in June)		
Subjects using date adopted materials	100%	100%	100%	100%
Implementation of academics content and performance standards	100%	100%	100%	100%

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(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)

**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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

Unchanged

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

Unchanged

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

**2017-18 Actions/Services**

1 Provide PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

**2018-19 Actions/Services**

1 Provide PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1930	\$1930	\$1930
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries

## 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)

[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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

Unchanged

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

Modified

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

2017-18 Actions/Services

#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the materials they need to develop skills necessary to be college and career ready.

2018-19 Actions/Services

#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, Career Technical Education and specifically supporting our students with the materials and supplies they need to develop skills necessary to be college and career ready.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$25,618	\$25,618
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	43000 Materials and Supplies	43000 Materials and Supplies	43000 Materials and Supplies

**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]

**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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

Unchanged

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

Unchanged

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

**2017-18 Actions/Services**

#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

**2018-19 Actions/Services**

#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$113,020	\$115,720	117,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**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]

**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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

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

New

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	#4 Provide a .67 instructor to support Career Technical education and credit recovery for students of high risk at ACHS in order to be college and career ready.	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$60,100	61,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**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 2**

All English Language Learners will improve their language acquisition and achievement

## 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 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Local Priorities:

## Identified Need:

Although our data shows growth in our course passing rate, graduation rate, and reclassification with our English Language Learners, there is still a continuing need to support our students to be college and career ready. This includes continuing to support to our EL students, so that they are able to demonstrate proficiency in English and Mathematics. We also need to continue to support our students in science, so that they are able to think like scientists. It is also important to continue to challenge our students through enrollment in career technical education courses to be college and career ready and improve their overall language acquisition and achievement.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students scoring proficient or above in CELDT	75%	77% (Actual 62.2%)	78%	80%
Number of students reclassified as English proficient	62%	64% (Actual 53%)	66%	68%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	4% (Actual 0%)	6%	8%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	4% (Actual 0%)	6%	8%
Passing rate of C or better in Science courses				
Passing rate of C or better in Mathematics courses	74%	76% (Actual 74.4%)	78%	80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in Social Science courses	86%	87% (Actual 96%)	88%	90%
Graduation Rate	Baseline	91.7% (Actual, official 2016-2017 rate will be released in June)	92%	93%
Dropout Rate	Baseline	4.2% (Actual, official 2016-2017 rate will be released in June)	4%	3%

## 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

School wide

Accelerated Charter High School

**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

Unchanged

**2017-18 Actions/Services**

#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.

**2018-19 Actions/Services**

#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year                      2017-18    2018-19    2019-20

Amount                      \$27970    \$28400    \$28400

Source                      Supplemental and Concentration                      Supplemental and Concentration                      Supplemental and Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries

## 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)

[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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

Unchanged

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

Unchanged

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

### 2017-18 Actions/Services

#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science

### 2018-19 Actions/Services

#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science

### 2019-20 Actions/Services

#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2610	\$3000	\$3000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries	1000-1999 : Certificated Personnel Salaries

## 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

All English Language Learners will improve their language acquisition and achievement

## State and/or Local Priorities addressed by this goal:

### State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

### Local Priorities:

## Identified Need:

Based on the participation rates of our students and parents, we need to continue to engage our parents in the education of their students. Our survey results also show that we need to continue to support the social and emotional needs of our students. This includes providing training to our staff on how to build connections with their students.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil to Counselor ratio	160:1	160:1 (Actual 122:1)	160:1	160:1
Attendance Rate	87% (Actual 85%)	87% (Actual 94%)	88%	89%
Number of Suspensions	21.5% 83	75 (Actual 46)	70	65
Number of Expulsions	4.67% 10	8 (Actual 4)	6	5
Positive Behavior Intervention	Bronze status (Actual Silver Status)	Silver Status (Actual, applied for	Gold Status	Gold Status

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
System		platinum status)		

## 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))

School wide

**Location(s):**

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

Accelerated Charter High School

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students felt valued and safe.

2018-19 Actions/Services

#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students felt valued and safe.

2019-20 Actions/Services

#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students felt valued and safe.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,530	\$64,230	65,520
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999 : Classified Personnel Salaries	2000-2999 : Classified Personnel Salaries	2000-2999 : Classified Personnel Salaries

## 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)

### Location(s):

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

[Add Students to be Served selection here]

[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))

School wide

**Location(s):**

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

Accelerated Charter High School

**Actions/Services**

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

Unchanged

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

Modified

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

**2017-18 Actions/Services**

#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every six weeks, as well as provide families with information on community programs and school related support services.

**2018-19 Actions/Services**

#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every nine weeks, as well as provide families with information on community programs and school related support services.

**2019-20 Actions/Services**

**Budgeted Expenditures**

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

Year	2017-18	2018-19	2019-20
Amount	\$2610	\$28619	\$28619
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	43000 : Material and Supplies	43000 : Material and Supplies	43000 : Material and Supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 330,587

28.03%

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).

## Goal 1

Action 1- No increased or improved services

Action 2- Increased funding due to the modification of the action to incorporate materials and supplies for all standards based and career technical education as we add an additional welding program.

Action 3- Increase due to TJUHSD school counselor pay scale

Action 4- Added action to support students at risk in their core content as well as provide students with the opportunity for career technical education program in the area of welding, in order to support students to be college and career ready.

## Goal 2

Action 1- Increased funding due to TJUHSD salary scale

Action 2- Increase funding for English Learners professional development for all staff.

## Goal 3

Action1- Increased funding to promote Positive Behavior Intervention System with extrinsic enrichment to encourage students to be intrinsically motivated and provide incentive for character building for showing positive growth in self and academics.

# 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: [lcf@cde.ca.gov](mailto:lcf@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?